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ABSTRACT

This project was designed to provide current, educationally and linguistically sound information for the audiences involved in teaching a standard English to speakers of other dialects, specifically teachers, administrators, and textbook publishers. Three basic steps were followed in developing the targeted communications products: (1) the needs of the audiences were identified; representatives of each audience were involved in content selection and media development; (2) revelant research and related information were collected, analyzed, evaluated, interpreted, and synthesized; and (3) products designed to meet the information needs of each specific audience were developed, tested, and revised. Both the literature review and contact with members of the targeted audiences revealed that misconceptions about nonstandard dialects are widespread in schools. Persons unaware of the linguistic research often consider a nonstandard speaker to be ignorant or lazy. The resulting damage to the nonstandard speaker may be profound. The disseminated information resulting from this project should help to overcome the questionable and often damaging attitudes and practices characteristic of current approaches to English usage. The critical need that teachers, administrators, and textbook publishers be aware of linguistic findings regarding dialect and dialect learning should be partially met by the dissemination of the products developed on this project. (Author)

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Final Report

Project No. 1-0243

Grant No. OEG-0-71-3593

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# TARGETED COMMUNICATIONS: TEACHING A STANDARD ENGLISH TO SPEAKERS OF OTHER DIALECTS

May 31, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

PURPOSE

This project was designed to provide current, educationally and linguistically sound information for the audiences involved in teaching a standard English to speakers of other dialects, specifically teachers, administrators, and textbook publishers.

METHODOLOGY

Three basic steps were followed in developing the targeted communications products: (1) The needs of the audiences were identified; representatives of each audience were involved in content selection and media development; (2) relevant research and related information were collected, analyzed, evaluated, interpreted, and synthesized; and (3) products designed to meet the information needs of each specific audience were developed, tested, and revised.

RESULTS

Both the literature review and contact with members of the targeted audiences revealed that misconceptions about nonstandard dialects are widespread in schools. Persons unaware of the linguistic research often consider a nonstandard speaker to be ignorant or lazy. The resulting damage to the nonstandard speaker may be profound. The disseminated information resulting from this project should help to overcome the questionable and often damaging attitudes and practices characteristic of current approaches to English usage.

CONCLUSIONS

The critical need that teachers, administrators, and textbook publishers be aware of linguistic findings regarding dialect and dialect learning should be partially met by the dissemination of the products developed on this project.

# PREFACE

The successful completion of this project is due in large part to the wholehearted cooperation and support given by the CEMREL staff, by the representatives of the targeted communications audiences, and by the consultants to the project. Members of the CEMREL staff who contributed to the editing and revision of the documents included Lanny E. Morreau, Barbara K. Long, Michael D. Linn, Patricia M. Olson, and Barbara L. Thornton. Jim R. Matison, the Assistant Project Director, completed the majority of the bibliographic review, supervised the production of the media, and wrote major portions of the monographs for each audience. A special thanks is due to Jackie Kottke, secretary-librarian, who obtained difficult to secure reports, completed preliminary screening of indexes, and prepared final manuscript.

In addition to these people, Paul Clements and Terry Smith of Multi Media, Inc., contributed both their time and talent to the production of the filmstrips which accompany the written documents produced by the project.

Linguists and educators who gave unselfishly of their time and their ideas include: Harold B. Allen, Virginia French Allen, Maurice Imhoof, Rudolpho Jacobson, Robert Kaplan, John Maxwell, Betty Robinett, Robert Shafer, and Rudolph Troike.

Any errors or omissions in the reports or documents produced by this project are solely the responsibility of the Project Director.

Karen M. Hess
CEMREL, Inc.
1972

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# INTRODUCTION

## PROBLEM

Teaching a standard English to speakers of other dialects involves several basic problems. Misconceptions about dialects, about standard and nonstandard English, and about methods and materials to use in language learning are widespread in both the schools and society. These misconceptions should be dispelled and replaced by educationally and linguistically sound information about language and language learning--specifically about teaching a standard English to speakers of other dialects.

There is general agreement that it is the school's responsibility to teach students to control a regionally standard dialect of English as a basic tool for achieving full potential. The numerous speakers of nonstandard dialects--most often those who are disadvantaged or are from minority groups--may encounter serious difficulties in life due in part to dialect differences. Their dialects may be a barrier in school learning (i.e., in learning to read), in securing a job, or in achieving desired social status. It follows then, that the school must provide the opportunity to learn a standard English so these students are not denied educational, economic, or social advancement.

The problems encountered by speakers of nonstandard dialects are serious. The public often considers a nonstandard dialect to be a corrupt or ignorant form of the language which is spoken by people in some other part of the country, not recognizing that everyone speaks a dialect. Worse, many listeners also tend to conclude that the speaker himself is corrupt or ignorant.

The relative value of all dialects is frequently not recognized. Most textbooks imply that there is one standard English in the United States, rather than a series of regionally standard dialects. Most textbooks treat language

as "right" or "wrong," rather than "appropriate" or "inappropriate" depending on the context in which it is used.

Many colleges and universities currently do not provide prospective teachers with an adequate background on dialects and language learning. Consequently, teachers, most of whom do speak a regionally standard dialect, often consider the nonstandard speaker's language to be deficient and the speaker to be ignorant or lazy.

Teachers often perceive their task to be that of "correcting" language which differs from their own, not realizing that the student's language is an important part of his personality as well as a necessity for effective communication with his family and his peers. To attack the student's language, to refer to it as incorrect, may not only alienate the student from the teacher, it may also block the student's motivation to learn a standard dialect. Indeed, it may even lead to the student's dropping out of the system. Teachers must realize that nonstandard dialects are often highly sophisticated linguistic systems. They are extremely useful and necessary to their speakers and, consequently, should be accepted and respected. At the same time, however, the teacher should help the nonstandard dialect speaker to acquire a regionally standard English to use when the need arises.

School boards and administrators also frequently take the "correctionist" view toward nonstandard language. They often expect or demand that their teachers, especially English teachers, eliminate the nonstandard language spoken by students.

The public , many textbook publishers, colleges and universities, teachers, administrators, and school boards appear to have an unsophisticated viewpoint regarding dialects and language learning. The damage to nonstandard speakers caused by this lack of current information related to dialects may be profound.

OBJECTIVE

The intention of targeted communications is to in part alleviate this problem by providing educationally and linguistically sound materials for those audiences directly and indirectly involved in the task of teaching a standard English to speakers of other dialects: Teacher training institutions, teachers, administrators, supervisors, school boards, and textbook publishers. The individuals comprising these specific audiences generally have limited available time for reading and synthesizing interpretive material, and likely little prior knowledge about dialects; therefore they may be unable to read and interpret the large quantity of linguistic research and materials in the field. Because of this, targeted communications were designed to interpret and synthesize the existing research and related information in a scientifically respectable way, taking into account the constraints under which they and their institutions must operate. The overall project objective was to produce and plan for the dissemination of targeted communications on teaching a standard English to speakers of other dialects.

## METHODS

### DESCRIPTION OF PROCEDURES

Three basic steps were followed in achieving the project objective. First, meetings were held with representatives of the targeted audiences to determine their needs, to involve them in assessing the content to be included, and to incorporate their ideas in planning the most effective means of disseminating the targeted communications. The second step included a review of research and development information related to dialects, followed by a careful reading, interpretation, evaluation, and synthesis of this information into a Basic Report. The third step was to develop, test, and revise the actual targeted communications and related products.

1. Targeted Audiences--Their Characteristics and Information Needs

Seven audiences crucially concerned with the problem of teaching a standard English to speakers of other dialects were identified:

a. elementary inner city teachers
b. secondary inner city teachers
c. college methods teachers
d. school boards, administrators, and public
e. elementary outer city and suburban teachers
f. secondary outer city and suburban teachers
g. textbook publishers and editors

Textbook publishers and editors were included as target audiences as it is through textbooks that many language skills are currently being taught. Since many conventional textbooks include fruitless procedures and erroneous statements about language, editors and authors should be informed of those results of linguistic research which should be incorporated in their texts.

Sufficient evidence existed that individuals within the targeted audiences were not sufficiently knowledgeable about dialects or language

learning. A perusal of college bulletins containing course offerings gave ample evidence that present college and university curriculums did not generally include the information needed about dialects and language. As a result, teachers themselves did not have the knowledge required for effectively teaching a standard English to speakers of other dialects.

The general lack of knowledge about dialects and language learning among the selected participants was apparent. Since a questionnaire related to dialects and dialect learning might only reaffirm this lack of knowledge rather than provide information directly related to their information needs, meetings were held with members of the targeted audiences to identify their concerns, the information they required, and their impression of the most effective way for communicating this information to other members of their group.

2. Research and Development Information

The second step was to obtain, review, analyze, interpret, and synthesize the best, currently available information to come out of research and curriculum development in the last five years. Also examination copies of materials in language arts were requested from all major publishers and an analysis was made of all materials received (Appendix D). A Basic Report, based on the analysis and synthesis of over 1500 current documents dealing with dialect and dialect learning, was then compiled. All documents and materials analyzed were included in the comprehensive bibliography contained in the Basic Report. The most current, comprehensive, and practical documents, including ordering information, were listed in an annotated bibliography.

The Basic Report was divided into four distinct areas: (1) General background about dialect and dialect learning, (2) Issues in teaching a standard English, (3) Materials, methods, and programs available for teaching a standard English, and (4) Teacher preparation in teaching a standard English (Appendix A). As with this report, for readability, all technical terms used were defined in a Glossary.

3. Production of Targeted Communications

Based on the analysis of potential audience needs, the Basic Report was further synthesized and condensed into a series of printed reports for each targeted audience. Since the individual most directly involved in the implementation of a language program is the teacher, a more comprehensive set of materials were developed for the teacher audiences including five sound-color filmstrips, each with a study guide, and an annotated bibliography of basic references on dialect and dialect learning.

Because the targeted audiences were varied and consequently required different information, the products were designed for use individually or as a total package, depending upon the specific situation.

## RESULTS

A modular approach was selected to provide an economic yet efficient means for the presentation of information. Several modules were appropriate for all of the specified targeted audiences, i.e., each individual should have a sophisticated awareness of what dialects are and a respect for the way others speak, should accept the fact that everyone does speak a dialect, should be aware of the numerous regionally standard dialects throughout the United States, and should recognize that there is no one correct way of speaking.

However, several areas covered in the Basic Report were relevant for only one, two, and sometimes three of the targeted audiences. Inservice teachers should not only be aware of the basic facts about dialects and language variety, but they should also be informed about current effective practices, materials, and programs for teaching a standard English. There are also differences in the applicability of materials and programs for students at the elementary, secondary, and college levels as well as important differences in information needed when working with student populations from a variety of ethnic groups such as Mexican-American, Indian, Black, and Puerto Rican.

School administrators and school board members not only need to have an informed attitude regarding language and language variety, they need to be aware of new programs and new developments which informed teachers may wish to implement in their classrooms. Further, they should determine whether their teachers are informed about language and, if they are not, provide workshops or inservice training sessions to assist them in acquiring the necessary knowledge and skills for effectively teaching nonstandard speaking students.

Publishers, editors, and authors should be aware of the implications of language research for the development of materials. With this information, texts might be written (or revised) to reflect sound linguistic information and procedures.

Products Developed

To provide for the information needs of the numerous targeted audiences, the following modules were developed:

- PREP Report
- Monograph for elementary teachers--"Language Learning: A New Direction"
- Monograph for secondary teachers--"What's Happening in Second Dialect Instructi
- Monograph for college methods teachers--"Dialects & Dialect Learning: Where We'
- Monograph for administrators--"Nobody'll Hire Ya If Ya Don't Talk Right" At
- Monograph for the public--"Watch Your Language"
- Letter to publishers
- Basic Report (Appendix A)
  - Bibliography on dialects and dialect learning
  - Bibliographies in the following areas:
    - Cultural dialects
      - Appalachian
      - Black
      - Hawaiian
      - Indian
      - Spanish
    - Regional dialects
      - East
      - Midwest
      - South
      - Southwest
      - West
    - Materials and Methods
      - Elementary
      - Secondary
      - Foreign Language Methods
    - Current Programs
    - Language Acquisition and Development
    - Dialect and Reading
    - Sociolinguistics
  - Five color, sound filmstrips (Appendix B)
  - Plan for workshop (Appendix C)

The chart which follows specifies the intended audiences for each module, the information provided, the media used, and the expected outcomes.

TARGETED COMMUNICATIONS PROJECT -- AN OVERVIEW

Program Objective: To provide a comprehensive synthesis of current, linguistically sound information on dialects and dialect learning for specified audiences.

I. CONTENT

| Audience | Information | Media | Outcomes |
|---|---|---|---|
| Teachers | What is known about dialect | Monograph<br>Bibliography<br>Filmstrips (2)<br>Journal Article<br>List of other sections available for further study | Upon completion of the materials, the teacher will be able to:<br>1) Select from a list of concepts about language those which are linguistically valid.<br>2) List ten significant features common to nonstandard dialects.<br>3) Select from a list of procedures those which would be appropriate for studying the language of the nonstandard speakers in their class |
| | Issues in teaching a second dialect | Monograph<br>Bibliography<br>Filmstrip (1)<br>Journal Article<br>List of other sections available for further study | Upon completion of the materials, the teacher will be able to:<br>1) Select from a list of issues, those which are of critical concern.<br>2) State a pro or con position for three of the five basic issues and state two valid reasons for these positions. |
| | Materials & methods available | Monograph<br>Bibliography<br>Movie (1 elem)<br>(1 sec)<br>Journal Article<br>List of other sections available for further study | Upon completion of the materials, the teacher will be able to:<br>1) Select from a list of activities and methods those which are most applicable for teaching a second dialect.<br>2) State five criteria to use in evaluating and selecting materials for classroom use.<br>3) Outline the components of an adequate program (for teaching a standard English). |
| School Boards, Administrators | Brief general background<br>Current practices and why they fail<br>Components of sound programs<br>How to implement programs<br>Cautions in implementing | Monograph<br>Bibliography<br>Journal Article<br>List of other sections available for further study | Upon completion of the materials, the administrator will be able to:<br>1) Select from a list of factors those which are critical to the problem of teaching a standard English.<br>2) State seven criteria by which to evaluate dialect programs.<br>3) Outline the steps needed to establish a dialect program or to modify an existing program. |

Overview-- continued

| Audience | Information | Media | Outcomes |
|---|---|---|---|
| College Methods Teachers | Needs in teacher preparation<br><br>Available programs & materials | Monograph<br>Bibliography<br>Journal Article<br>Filmstrip (1) (issues)<br>List of other sections available for further study | Upon completion of the materials, the teacher will be able to:<br>1) State the key qualifications needed by a teacher to teach a second dialect.<br>2) Outline the basic content to be included in a teacher preparatory course for teaching a second dialect. |
| Textbook Publishers and Editors | Summary of textbook analysis<br><br>Key concepts about dialects | Letter<br>List of other sections available for further study<br>Check-sheet of critical features<br>Sample of programs for preceding groups | Upon completion of the materials, the publisher or editor will be able to:<br>1) Select criteria which are critical for revision of language texts or for publication of new texts in language arts. |

Evaluation

During the development of each product, representatives from each targeted audience were consulted to assure the relevance and effectiveness of the products being developed (Appendix E). Each product was evaluated first by educators and linguists to verify the linguistic and methodological soundness. This was followed with a review by representatives from the targeted audiences to assure that the language was appropriate, that the content was relevant and significant, and that the most appropriate media for dissemination had been selected. Specifically, the products were evaluated using six criteria:

a. content
b. format
c. interest
d. effectiveness
e. usefulness
f. time required

The developmental evaluation led to several modifications and revisions of the products (Appendix F).

The annotations used in the bibliography were sent to the individual authors of the reference cited for their approval and were modified to incorporate additions and suggestions made by the authors.

The completed products were evaluated by a panel of critics. The printed materials were evaluated using a rating scale of (1) excellent to (5) poor. Table 1 reports the average rating for each of the monographs prepared.

| CRITERIA | Elementary Monograph N=14 | Secondary Monograph N=16 | Administrator Monograph N=8 | College Methods Teacher Monograph N=16 |
|---|---|---|---|---|
| Content | 1.3 | 1.2 | 1.2 | 1.1 |
| Format | 1.2 | 1.4 | 1.6 | 1.3 |
| Interest | 1.1 | 1.3 | 1.4 | 1.5 |
| Effectiveness | 1.4 | 1.3 | 1.2 | 1.3 |
| Usefulness | 1.1 | 1.2 | 1.1 | 1.4 |
| Time Required | 1.8 | 1.5 | 1.9 | 1.6 |
| Title | 1.3 | 1.5 | 1.4 | 1.8 |
| Introduction | 1.3 | 1.4 | 1.5 | 1.5 |
| Conclusion | 1.2 | 1.4 | 1.7 | 1.3 |

Table 1. Evaluation of Printed Materials On A Scale of (1) Excellent to (5) Poor (N=34)

The media developed for the Targeted Communications Project were also evaluated by the panel of critics using a rating scale of (1) excellent to (5) poor. The following table reports the average rating for each filmstrip on each aspect evaluated.

| | You Can't Dance the Polka to the Blue Danube Waltz | Everyone Speaks a Dialect | Issues in Teaching a Standard English | Implementation in the Classroom--Elementary | Implementation in the Classroom--Secondary |
|---|---|---|---|---|---|
| 1. Content: Clarity | 2.1 | 1.4 | 1.8 | 1.3 | 1.9 |
| Importance | 1.6 | 1.2 | 1.4 | 1.1 | 1.4 |
| 2. Visuals | 1.3 | 1.0 | 2.2 | 1.2 | 1.6 |
| 3. Narration and Dialogue | 1.9 | 1.2 | 2.5 | 1.8 | 1.9 |
| 4. Music | 1.3 | 1.2 | 2.0 | 1.0 | 2.0 |
| 5. Pacing | 2.0 | 1.4 | 2.0 | 2.0 | 1.6 |
| 6. Overall Effectiveness | 1.8 | 1.1 | 2.0 | 1.6 | 2.0 |

Table 2. Evaluation of Media On a Scale of (1) Excellent to (5) Poor (N=34)

Plans for Dissemination

The information compiled and the products developed will be disseminated in numerous ways: (1) the U.S. Office of Education will disseminate the PREP Report, a condensation of the comprehensive report, to State Departments of Education. (2) The monographs for the targeted audiences will be submitted to professional journals read by that population. (3) A letter will be sent to publishers and editors of major publishing companies summarizing the linguistic research relevant to them. (4) The products will be submitted to ERIC. (5) The dissemination of the materials developed is presently being considered by the National Council of Teachers of English and by CEMREL, Inc., St. Louis, Missouri. A final decision regarding dissemination has not been reached. Negotiations will continue until satisfactory arrangements are made.

A proposal for a dissemination and evaluation phase of this Targeted Communications project was submitted but did not receive funding (Appendix G). Included in this proposal were the objectives to be met and suggested procedures to be followed.

1. Objectives

   There should be two objectives in the dissemination of the Targeted Communications products:

   a. To effectively disseminate the materials produced during Phase I and to prepare for a smooth transition to publisher at the conclusion of Phase II.

   b. To evaluate the value and impact of the Targeted Communications products.

2. Procedures for Dissemination

   There should be three stages in the dissemination phase of this project. First, arrangements should be made for approximately 100 workshops to

be held across the country. Second, arrangements should be made for workshop presentations at teacher conferences and conventions throughout the country. Third, preparations should be made for a smooth transfer of the dissemination to a publisher.

3. Procedures for Evaluation

The evaluation of the impact of the materials presented should be tested by using an objective based, written, pre-post instrument designed to measure the achievement of the stated outcomes. These outcomes are summarized in "Targeted Communications Project--An Overview" which appears on pages 9 and 10 of this report.

4. Plan of Operation--Schedule

The following schedule might be followed to assure maximum use of the materials during the evaluation stage.

SCHEDULE

| MONTH | ARRANGE AND PRODUCE MATERIALS | CONDUCT WORKSHOPS | EVALUATE DATA | OTHER ACTIVITIES |
|---|---|---|---|---|
| June | *10 workshops for July (#1)<br>10 workshops for August (#2)<br>Materials for textbook publishers | | | Obtain list of all major conferences and conventions |
| July | 10 workshops for September (#3)<br>10 workshops for October (#4)<br>Fall conferences and conventions | #1 | | Submit journal articles<br>Materials to textbook publishers |
| August | 10 workshops for November (#5) | #2 | #1 | Progress Report #1 |
| September | 10 workshops for January (#6)<br>Winter conferences and conventions | #3 | #2 | |
| October | 10 workshops for February (#7)<br>10 workshops for March (#8) | #4 | #3 | |
| November | 10 workshops for April (#9) | #5 | #4 | Explore other possible sources of dissemination<br>Progress Report #2 |
| December | | | #5 | Decide on next disseminator and make arrangements |
| January | 10 workshops for summer of 1973--plan with new disseminator (#10) | #6 | | |
| February | | #7 | #6 | Progress Report #3 |
| March | | #8 | #7 | Prepare materials for new disseminator |
| April | | #9 | #8 | |
| May | | | #9 | Final Report |

*two inner city elementary teacher audiences
two outer city elementary teacher audiences
two inner city secondary teacher audiences
two outer city secondary teacher audiences
two college methods teachers audiences

Teacher workshops would hopefully include one administrator and one school board member.

## CONCLUSION

The synthesis of existing research and promising materials and programs for teaching a standard English to speakers of nonstandard dialects should help overcome the questionable and often damaging attitudes and practices that characterize many current approaches to teaching a standard English. If the journal articles are widely read and if the workshop can be implemented on a large scale basis, the information disseminated from this project should result in practices and programs to more adequately meet the needs of nonstandard speaking students.

## GLOSSARY

DIALECT: A dialect is a variety of language which consists of characteristic lexical, phonological, and grammatical patterns common to a group of speakers. (See functional variety of usage, prestige dialect, regional dialect, social dialect).

FUNCTIONAL VARIETY OF USAGE: Linguistic observation indicates that speakers of English, both standard and nonstandard, move from one variety of language to another according to the context of the speech situation and the speaker's purpose. Five such varieties have been identified for standard English. These are (ranged from most formal to least formal): Literary, formal, informal, casual, and intimate. (For an informative discussion of this concept see The Five Clocks by Joos).

GRAMMAR: Grammar refers to: (1) The scientific analysis or (2) systematic description of the structures used in a language, or (3) the body of rules accounting for such structures. Grammar must be differentiated from mechanics and usage.

IDIOLECT: The individual's unique way of speaking--the variety of language resulting from the complex interaction of such variables as the speaker's age, sex, education, occupation, avocation, social class, and regional and ethnic background--is called his idiolect.

LANGUAGE: A language is normally composed of a set of dialects incorporating the major features of the language but differing in some aspects of phonology, grammar, and lexicon.

"Language is a dynamic system of learned, conventional, oral symbols held in common by members of some community, used by individual members of the society for the conduct of relatively precise patterns of human interaction." (University of Minnesota Project English Center).

LEXICON: The lexicon of a language is its word stock, i.e., the words comprising the vocabulary of the language. The dictionary is a compilation of the basic word stock.

LINGUISTICS: Linguistics refers to the scientific study of language or to the descriptive information derived from this study.

MORPHOLOGY: Morphology refers to that subdivision of grammar which deals with the structure of words, i.e., the rules for the addition of prefixes and suffixes to word roots.

NONSTANDARD ENGLISH: Nonstandard English refers to dialects which differ from the regional standard in pronunciation, and/or grammar. Nonstandard dialects are, most frequently, regionally variant types of speech spoken by in-migrant groups. Such dialects may contain features characteristic of less prestigious social and economic levels in a community, and are often maintained as dialects by ghetto circumstances.

PHONOLOGY: Phonology refers to the study of the sounds of a language or a dialect.

PRESTIGE DIALECT: Prestige dialects are the dialects preferred and used by educated and influential persons in a given region. For social and economic reasons, prestige dialects are normally the standard dialects in a particular region.

REGIONAL DIALECT: A regional dialect refers to the variety of language spoken in one part of a geographic area.

SOCIAL DIALECT: Social dialects, sometimes called class dialects, are those dialects spoken by members of different socio-economic groups within a given geographic area (or regional dialect area).

SYNTAX: Syntax refers to that subdivision of grammar which deals with the structure of word groups, i.e., rules for sentence structure.

STANDARD ENGLISH: The phonological, lexical, and grammatical patterns which are accepted and used by the majority of the educated English speaking people in the United States form a series of regionally standard American English dialects.

According to C. C. Fries, standard English is "The particular type of English which is used in the conduct of the important affairs of our people. It is also the type of Enlgish used by the socially acceptable of most of our communities and, insofar as that is true, it has become a social or class dialect in the U.S.

USAGE: Usage refers to the effects of nonlinguistic factors on the language used, i.e., words, sounds, and grammatical forms employed.

Robert Pooley defines usage as "the application of external social values to language in specific situations...subject to the varieties and changes to be expected in human value situations."

An individual's usage is extremely complex because it is affected by numerous factors including: The speaker's age, sex, economic status, cultural background, education, and purpose; the size and characteristics of his audience; and the occasion for speaking. (See idiolect).

APPENDIX A

TEACHING A STANDARD ENGLISH TO SPEAKERS
OF OTHER DIALECTS -- BASIC REPORT

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SECTION FIVE--Bibliographies


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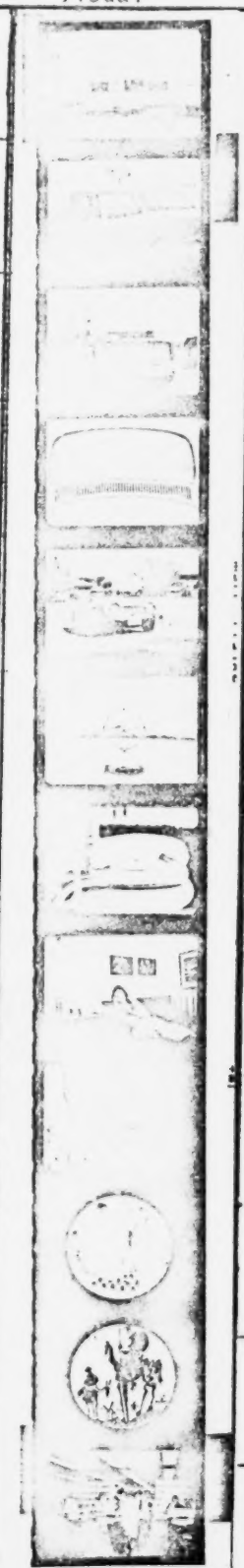
APPENDIX B

TITLE: "You can't do the polka to the Blue Danube waltz"
PAGE # 1

| TITLE<br>Description | | MUSIC<br>Audio |
|---|---|---|
| Switchboard | | Anything that moves information is a communication medium. |
| Couple kissing | | A kiss conveys information. |
| Face smiling | | So does a smile. |
| Doctor | | Your clothes broadcast information about you. |
| Lady in curlers | | (No narration) 3 seconds |
| Hippie | | (No narration) 3 seconds |
| Suit | | (No narration) 3 seconds |
| Short shorts | | (No narration) 3 seconds |
| Newspaper stand | | Newspapers. |
| Magazine stand | | Magazines. |
| Row of TV sets in store | | Television. All move information. |
| Freeway shot | | Your automobile is a communication medium. |

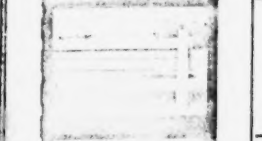
TITLE: "You can't do the polka to the Blue Danube waltz"
PAGE # 2

| Description | Visual | Audio |
|---|---|---|
| Another freeway, closer in |  | It moves information---you. |
| Station wagon | | It conveys information about you too. |
| Cadillac | | (No narration) 3 seconds |
| Volkswagen | | And style is important. |
| Sports car | | Indeed style is everything, |
| Cadillac | | to some people. |
| Princess phone | | Communications experts know just how important style is. |
| Model on phone in bed | | (No narration) 3 seconds |
| Red phone | | (No narration) 3 seconds |
| Poster | | So do those who have elevated communications... |
| Don Quixote | | to art. |
| Bored students | | Reading from Hamlet by a student. |

TITLE: "You can't polka to the Blue Danube waltz"
PAGE # 3

| Description | Visual | Audio |
|---|---|---|
| Really bored students | | (No narration) 3 seconds |
| Alert class | | Richard Burton makes a passage from Marlowe or Shakespeare intelligible to an eleventh grade English class..."Come, for England." |
| W.C.Fields poster | | Style. |
| Car poster | | Big Daddy Roth and others create works of art out of the common automobile; the candycolored tangerine flaked streamlined baby... |
| W.C.Fields again | | Is all style. |
| Policeman in crewcut | | Your hair style tells others who you are. |
| Afro hairstyle | | It moves information about you. |
| Tennis player pig-tails | | And you know what hairstyle to wear when. |
| Formal hair piles on head | | (No narration) 6 seconds |
| Intimate dinner-long loose hair | | (No narration) 6 seconds |
| Mouth | | Speech moves information. What you say and how you say it tells others who you are and where you-all come from. |
| Paint clothes | | You know what style of clothing to wear when. |

TITLE: "You can't do the polka to the Blue Danube waltz"
PAGE # 4

| Description | Visual | Audio |
|---|---|---|
| Colored bikini | | (No narration) 5 seconds |
| Work dress | | (No narration) 5 seconds |
| Formal | | (No narration) 5 seconds |
| Telephone on park bench |  | Sometimes style and information don't fit. This is often odd. |
| Girl in formal, hitch-hiking | | Sometimes amusing. |
| Gas station attendant on French model phone | | Sometimes ludicrous. |
| Girl smoking cigar | | Sometimes corny. |
| School teacher | | Sometimes frustrating. |
| Classroom | | Does anybody know the answer to that question? Debbie? I 'on't know. |
| Teacher frowning | | Background noise of classroom. |
| Empty classroom | | She may as well talk at furniture, her speech style is that foreign...and information don't fit. |
| Negro boy and white employment manager | | Hello, Mr.Jones. Have a seat. |

TITLE: "You can't do the polka to the Blue Danube waltz"
PAGE # 5

| Description | Visual | Audio |
|---|---|---|
| Sitting talking | | What's the weather like out? I came in rather early...Pretty good. Pretty good? |
| Manager smoking | | You can smoke if you like. No, sir. I don't need no smoke. |
| Filling in form | | We'll have to get your full name in here. They left one space blank....That's "t" and "h". Oh. Caruthers. Joseph Caruthers Jones. |
| Manager sitting with arms folded | | Funny name.....You know, the automobile thing. |
| Working with form | | Oh, that's great. You seem to score very highly on the mechanical aptitude section..... You know, I can't be no mechanic. |
| Sitting with hands on face | | Well, let me tell you a little about the mechanical training program we have here. |
| Leaning back | | Yea, but Mr, Petre, I don't want to be that. I really be interested in having a desk job.... capitalize on is your strongest areas rather than going into an office job. |
| Close up of Joe | | Yea, but my father do that. My uncle do that. Ain't no way I gonna do that. |
| Manager frowning | | What did you say you studied in school, Mr.Jones? |
| Two confronting each other | | Hey man, I already told you that..... Well, have a good day Mr. Jones. It was good seeing you. Yea.. |
| Joe and pal | | He the one. Yea, man, he done put the hurt on me.....Want to give me one of them labor jobs. ...like working on a machine or something. |
| Joe and pal | | You can't dance the polka to the "Blue Danube Waltz"...you've got to learn to waltz to a waltz. |

TITLE: "You can't do the polka to the Blue Danube waltz"
PAGE # 6

| Description | Visual | Audio |
|---|---|---|
| Credits | | Music |
| Acknowledgments | | Music |
| Government Disclaimer | | Music |
| | | |
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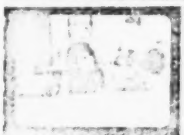
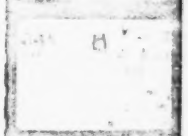
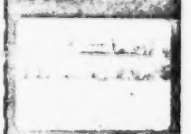
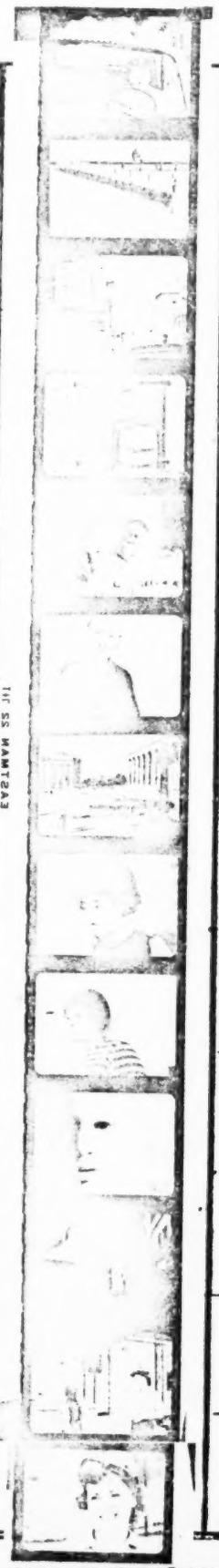
| | | |

TITLE: Everyone speaks a Dialect
PAGE # 1

| Description | Visual | Audio |
|---|---|---|
| Cuban lady |  | One, two, three, four, five, six, seven, eight, nine, ten. |
| Indian kids in class with hands over hearts | | "I pledge allegiance to the flag..." |
| Little girl | | And the first bear said, "Mine's too hot." And the second bear said "Mine's too lumpy." And the little baby bear said.... |
| Mexican Artist | | We went to this place, a bar, something like that...maybe he was, I don't know. I can't remember his name. |
| Swedish girl and horses |  | I kind of miss the horses; we had two on the farm. We had two on the farm. We had two big Belgians, and which I, you know I taught them to jump... |
| Business man at desk | | It had a population growth rate since 1960 to 1970 of about 3%, the largest in the world. |
| Black girl | | And it changed, I know why it changed, cause the teachers changed. |
| TITLE | | Everyone speaks a dialect. You speak a dialect and your dialect is determined by where you live... |
| Farm | | I'll tell you how to make chevboola first. They're made with pork and then...after that we usually have pancakes, you know, as a dessert... |
| Southern Estate |  | And then we like to get dressed up and go in to town where they show some real nice theatre... My momma didn't like it because she thought it was undignified. |
| New York skyline | | People that became the business tycoons of the late war years...were men that were educated during the depression. |
| Steer | | And I thank you from the bottom of my heart, for placing at my side, the man...the next Vice President of the United States. |

TITLE: Everyone Speaks a Dialect
PAGE # 2

| Description | Audio |
|---|---|
| Cabbie | I'm here, I'm here, I'm here to exhaustion. |
| Cape dock | And so my fellow Americans, ask not what your country can do for you, ask what you can do for your country. |
| China town | And in some of the large department stores, there are also emense pipe organs. |
| Malt storer | She looks me direct in the eye and replies, "And why should I be lookin' up yer kilt when the bonny fair man at the bar just bought me a Scotch?" |
| Twins (3 years) | And your dialect is determined by your age... "Hey Daddy, are we gonna God Bless?" |
| Little old lady | I want to swoon with my honey and croon love's tune |
| University | By your education... The medival notion of the earth...The nuclear notion of the earth put him nowhere. |
| Black in high school | Say you wanna write a book one day, you won't know how to be writing it...you have to learn your pronouns or whatever you guys been teaching us. |
| Black woman | By your socio economic background... Y our mouths bout to make me loose my mind. |
| Black child | I ain't eaten nothin' all day. |
| Ghetto | Go play with them children across the hall, go on now! |
| Mother & daughter | You're eating us out of house and home. Your father told you not to eat between meals. |
| ~~Daughter~~ Mother | Well, I saw on television that I need more calories than he does and besides, I spent my lunch money on eye shadow. |



TITLE: Everyone Speaks a Dialect
PAGE # 3

| Description | Visual | Audio |
|---|---|---|
| Daughter leaves | | Well, Mrs.Phelps is coming by to take you and Janet riding any minute so get cleaned up. O.K. |
| TV | | In fact by all the environmental factors around you. |
| Walter Cronkite | | Here is a bulletin from CBS news... |
| Flip Wilson | | And the devil sneaked up behind me, I heard him tippy toe you know, I didn't wanna look around cuz I know it was the devil you know... |
| All in the Family | | "Girls were girls and men were men. Mister we could use a man like Herbert Hoover again..." |
| Girl on phone | | This is a recording..... |
| TITLE | | All dialects are acceptable and worthy of respect. |
| Harlem street scene | | I'v often wondered how anybody can think that Black people are nonverbal. In fact, we talk alot. |
| Little old lady | | My peers understand me perfectly. |
| Factory worker | | You weren't raised by the same peers I was lady. |
| Puzzled Indian kid | | Imagine how awkward and puzzling standard English must sound to the good dialect speaker. |
| Lease | | No it's all right here in the lease. That in case...to reenter said premises..... |

TITLE: Everyone Speaks a Dialect
PAGE # 4

| Description | Visual | Audio |
|---|---|---|
| Radio | | Climatological prognostications for geographical environs...sunny tomorrow with little change ...to over there except for here... |
| TITLE | | All dialects are systematic. |
| Teacher with 3 children | | Does anyone know the answer to that question? Debbie? |
| Teacher and children | | I 'on't know. Billy?<br>I 'on't know. Gene?<br>I 'on't know. |
| Diner | | Ordering three BLT's no mayo, one two tone chesseburg toasted with raw, one California chesse special hold the slaw. |
| TITLE | | All dialects are logical. |
| Black sister and Little brother | | Hi! Hey John! Whey Tom? He busy. Whey Billy an' Jack? They home. Where momma at? She workin'! |
| TITLE | | All dialects are adequate for communication. |
| Two Blacks on street | | So listen man, you better get with that gig cuz they gonna be some stone foxes there...so I can lay on on of my fine raps on one of them fine mommi |
| Malt storer | | "You're a cheap rat, that's what you are!" And she tosses her drink then like a guard, and she prances to yon bar. |
| Teacher | | Well the students that are in my class that seem to be having so many problems....have absolutely no problem talking with one another. |
| TITLE | | Ther is no right or wrong way of speaking. The context of the...language. |

TITLE: Everyone Speaks a Dialect
PAGE # 5

| Description | Visual | Audio |
|---|---|---|
| Mother,baby,duck | | Baby talk |
| Mose Allison | | Music |
| Silhouette of wedding | | Dost thou Richard take Marilyn to be thy lawful wedded wife? |
| Old style microphone | | And it's definite. This election of November 5,1946, the election of the 80th Congress, not a presidential year, has been decided. |
| Carny Barker | | This way now folks, gather in around, The first show tonight will begin at 8:30. |
| Minority students | | We must recognize that standard English aids academic progress. |
| Teacher | | O.K. class. Now here are the instructions for the next exercise. |
| Man lecturing | | And of course, as you remember from previous lectures, this dicotomy became one of the key issues in the elections that followed in 1932. |
| Older woman teacher | | For tomorrow let's all read the next two chapters in the text starting with... |
| Black teenager | | It was a mean four years but I made it. |
| Black man at desk | | And we must recognize... |
| Chinese lady | | ..that standard English may aid.. |

TITLE: Everyone Speaks a Dialect
PAGE # 6

| Description | Visual | Audio |
|---|---|---|
| Typing class | | ..social and economic progress. |
| Black with recruiter | | I'm really interested in having a desk job and a name plate...I want a job what means somethin'. |
| Martin Luther King | | The eradication of slums is far more complex than integrating buses. And it is in this context..so called white backlash. |
| Crowd of whites | | The white backlash is merely a new name for an old phenomenon. |
| Black student | | You know, I'd be learning the same thing everybody else do. |
| Japenese student | | You know, I'd be learning the same thing everybody else do. |
| Mexican American student | | You know, I'd be learning the same thing everybody else do. |
| Indian student | | You know, I'd be learning the same thing everybody else do. |
| White student | | You know, I'd be learning the same thing everybody else do. |
| Italian student | | You know, I'd be learning the same thing everybody else do. |
| Produced by Cemrel | | |
| Government disclaimer | | |

TITLE: The Platitudes
PAGE # 1

4 TITLE FRAMES

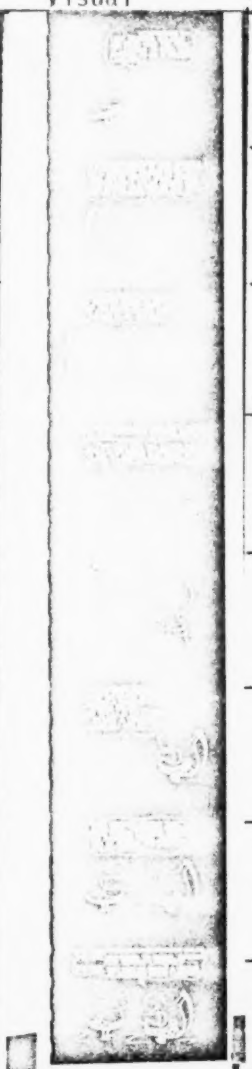
MUSIC

| Description | Audio |
|---|---|
| Woman with broom | Spiders!! The curse of corners. |
| Man | "Little things affect little minds." |
| Man and woman | Important and weighty matters, I suppose, affect your mind? |
| Man and woman | Very important. WHAT IS STANDARD ENGLISH? |
| Woman with broom | In his undershirt...he considers very important matters. |
| Man and woman | Historically, teachers have attempted to bring students...mainly verb and pronoun forms. |
| Woman | Historically!? That's what they are doing yet, my dear. |
| Man | That's the point. Just because someone avoids ain't and he don't doesn't mean he's speaking a standard English. |
| Woman | So what's a teacher to do? We don't yet have a complete knowledge of the various regionally standard dialects. |
| Man | Ah yes, but that's no excuse not to give instuction. It should only..that will give us the knowledge. You've got no arguement. |
| Man and woman | "The more I see of MEN the better I like DOGS!" |
| Woman | |

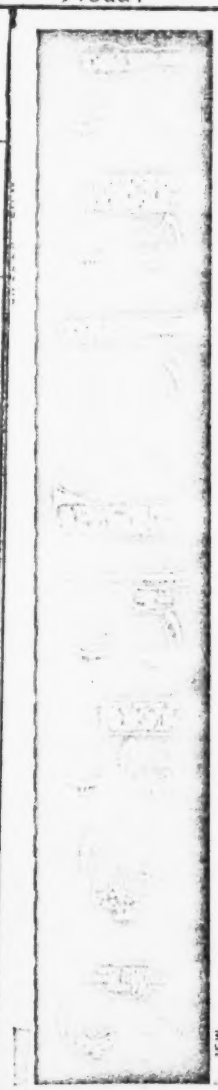
TITLE: The Platitudes
PAGE # 2

| Description | Visual | Audio |
|---|---|---|
| Woman | | Why worry about it anyway? IS THERE ANY VALUE IN LEARNING A STANDARD ENGLISH??? |
| Man | | "Unless they can learn to use standard English, many pupils will be denied access to economic opportunities or entrance to many social groups." |
| Man | | "Nonstandard speech systematically affects employability or at least job placement within business." AND... |
| Man | | "Many people are denied entrance to the Great Society because they are handicapped socially, educationally, and vocationally, through their restriction to nonstandard varieties of English." |
| Man and Woman | | Furthermore, in varying degrees Labov, McDavid, Plumber, Stewart, and Pederson support this view.<br><br>That's a mouthful. |
| Woman | | Yes, BUT..."Before we impose middle class verbal style on children from other culture groups, we should...merely stylistic." |
| Woman | | AND "Standard English is too often taught as a vehicle for assimilation and standardization of the individual." |
| Woman | | MOREOVER, "Efforts to teach a standard English are the last refuge of white supremacy." |
| Man | | "A woman's preaching is like a dog's walking on his hinder legs...it is not done well; but you are suprised to find it done at all." |
| Man | | |
| Woman | | Supposing there is some value in learning a standard English, IS THERE ANY VALUE IN TEACHING A STANDARD ENGLISH???..in school, you know!! |
| Man | | Baratz,...Labov all observe children are faced with learning to read at the same time ...the task of learning to read what appears to be a foreign language. |

TITLE: The Platitudes
PAGE # 3

| Description | Visual | Audio |
|---|---|---|
| Man |  | ..Nonstandard dialect speaking children are faced with the task of learning to read what appears to be a foreign language. |
| Woman | | BUT "The methodology for teaching a standard English is weak...therefore doomed to failure. Time can be better spent...rather than wasting time teaching him a standard English." |
| Woman | | FURTHERMORE, "The teaching of standard English is racist..attitudes toward language in all children." |
| Man | | It would indeed be a good thing...BUT, "The child still has to face...meeting societal expectations." |
| Man | | Music |
| Woman | | Let's assume for a minute...HOW SHOULD STUDENTS BE TAUGHT A STANDARD ENGLISH DIALECT??? |
| Man and woman | | Most linguists believe that aural/oral techniques derived from foreign language learning programs (TESOL, TESOD) can be adapted for second dialect learning. |
| Man and woman | | What about the language deficient..THE ONE who comes to school functionally without language? THE ONE who must be taught a welter of concepts about language? |
| Woman | | THE ONE who has no grasp of such common concepts as..COLOR SPATIAL RELATIONSHIPS NUMERICAL CLASSIFICATION. |
| Woman | | THE ONE who has no grasp of verbal concepts involving...TENSE NUMBER CONDITIONALITY. |
| Woman | | According to BEREITER and ENGLEMAN, children must be drilled in these concepts...concur with this point of view. |
| Man | | "The BEREITER ENGLEMAN view is based on ... ignorance of the nature of language,....,and simply bad observation of children. |

TITLE: The Platitudes
PAGE # 4

| Description | Visual | Audio |
|---|---|---|
| Man |  | This view of children tends to become a self-fulfilling prophecy." |
| Man and woman | | But Perry, my dear. Stripping a person of his dialect, indeed his very cultural identity, is cruel...changing students' dialects. |
| Man and woman | | I agree, "Although there are still those persons who seem to advocate a ruthless replacement of the nonstandard variety by standard... |
| Man | | The weight of evidence from psychology and linguistics...argues rather that standard English should be taught..as a decond dialect without prijudice to [the] first dialect. |
| Man and woman | | The goal is addition, not substitution." Indeed, I agree with you. |
| Man and woman | | "Ah! Don't say that you agree with me, When people agree with me, I always feel that I must be wrong." |
| Woman | | Music |
| Woman | | WHEN SHOULD LANGUAGE INSTRUCTION BEGIN??? |
| Man | | Motivation seems to be a key variable. "The social perceptions...start to match the adult norms about the ages of fourteen and fifteen years. |
| Man | | What Burling, Feigenbaum, Johnson, and Labov seem to suggest is...to teach it will be perhaps fruitless. |
| Man and woman | | "If pronunciation skill is of considerable social importance...study must begin as early as possible, ...nursery school stage." |
| Man and woman | | "We should start working with children...to achieve the fullest development of their linguestic capavilities." |

TITLE: The Platitudes
PAGE # 5

| Description | Visual | Audio |
|---|---|---|
| Man and woman | | On the other hand,..."It is at this age level that the ability to recognize and overtly label standard and nonstandard speech deems to be taking shape." |
| Man | | Music |
| Man and woman | | You know, my dear, we have tossed around linguists' and educators' prescriptions for some time. BUT... |
| Man and woman | | Where do SCHOOL CHILDREN and their PARENTS belong in this discussion, anyway?? |
| Woman | | And teachers, don't they belong in this discussion to? |
| Man and Woman | | Leave it to Patty to get in the last word..... |
| Credits | | Music |
| | | |
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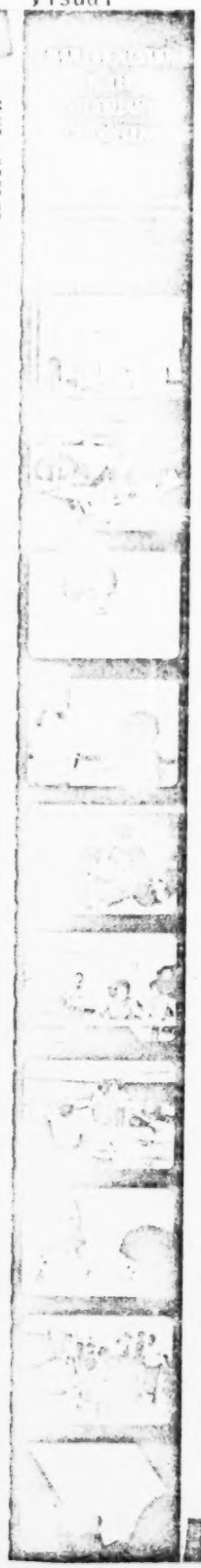
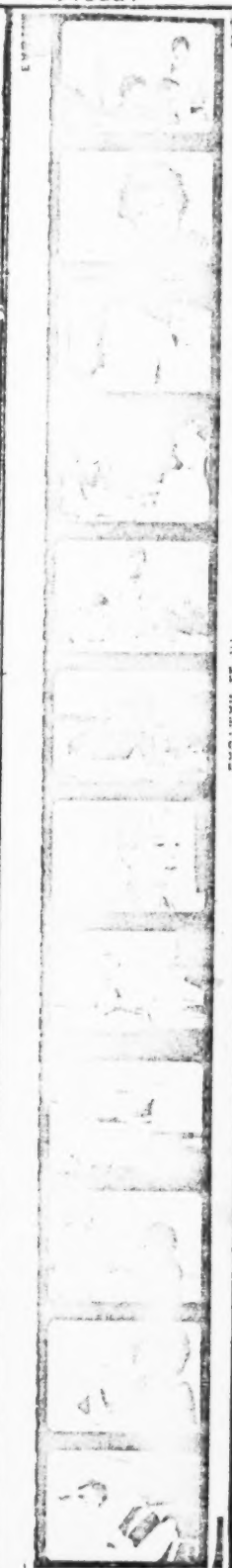
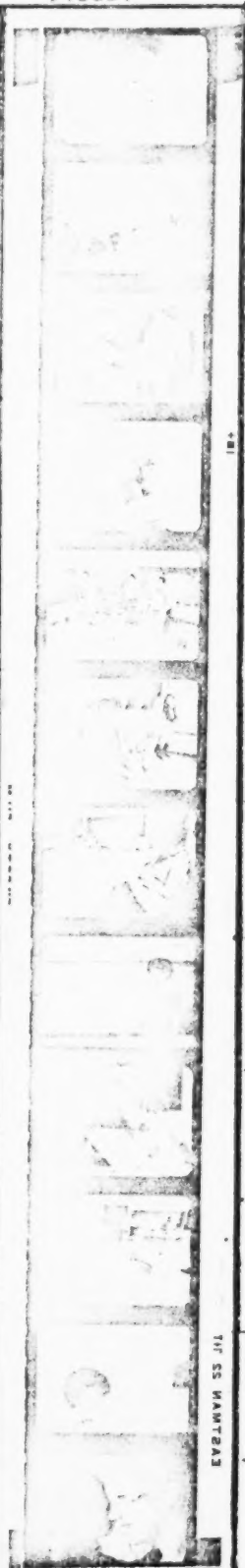
TITLE: Implementation in the Secondary Classroom
PAGE # 1

| Description | Visual | Audio |
|---|---|---|
| Title slide |  | This time I gotta get all them right... All ya gotta do -s change all these here, first you do these together.. |
| Credits | | ...then ya change this to that, change top to bottom...Jumble...I never remember doin' none of this stuff... |
| High School | | That's a conversation you've all heard in your own classroom regardless of whether you teach in the inner city, or in the suburbs or in a rural setting. |
| Students | | The students who speak a nonstandard dialect communicate very well with their own kind. And when I say people of their own kind I mean students, They communicate, |
| Black teacher | | ..the students communicate bery well with us, maybe because we understand the dialect too..our society is geared to a person who can speak the so-called norm. |
| Two students | | If we are to have an effective language program, we must encourage all students to use their language in the classroom. |
| Classroom filled with students | | It would be defeating anyone's purpose in teaching...just because a child speaks a dialect or nonstandard dialect. |
| Students and teacher | | I hope the trend is to get away from teacher oriented classrooms and to student oriented classrooms... |
| Classroom | | ..where students have the opportunity to speak freely, to express themselves freely,...an augmentation of their... |
| White and Black student | | speech streams. I think students learn from one another. |
| Many students in class | | In order to accomplish this a number of different methods for teaching standard English in the classroom have been developed. |
| Notebook in hand | | We spend approximately 6 weeks to a quarter on pattern practice. |

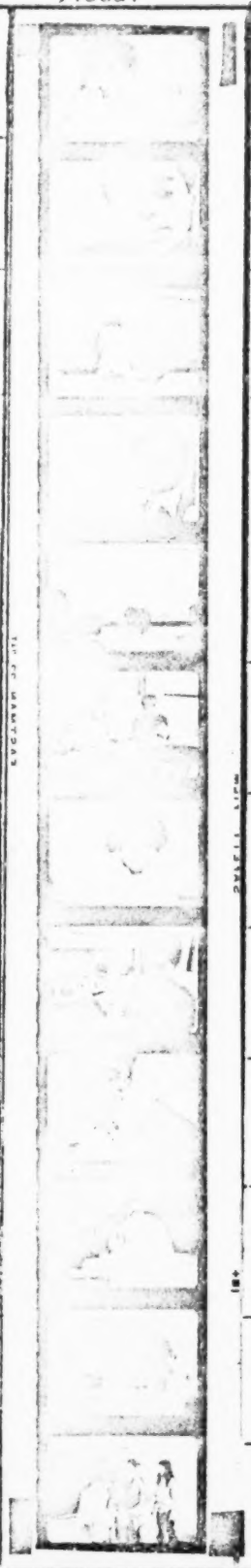
TITLE: Implementation in the Secondary Classroom
PAGE #2

| Description | Visual | Audio |
|---|---|---|
| Teacher at blackboard |  | An instance might occur where I ask a student to go to the board and use come in a sentence with yseterday. |
| Black girl | | Yesterday I came to work... |
| Two Mexican American boys | | A student may give orally...change the sentence to a standard form.<br>It work O.K.....They cough loud. |
| Two Mexican American girls | | This last example of pattern practice is also... namely the use of diads, in which two students verbally interact. |
| Teacher standing between two students | | They will give a report together so that they can begin to interact and the other students learn more about whatever the topic is that they are reporting on. |
| Black girl at desk | | That's one thing Judy always wanted to do... "No Judy, you can't play the piano..."...They didn't want to hurt her feelings... |
| White boy | | The one student report is beneficial. I think it gives the student a chance to gain some self-confidence in being alone and having to report in front of his class. |
| Two students in front of a map | | The Aztecs. The Aztecs existed from about 1200 A.D. to about...Aztec empire was called Tenotichatan. |
| Microphone in hand | | Then another activity using diads is interviewing. |
| Girl standing with microphone, black girl sitting at desk | | And what did you say your name was again?<br>Marlo Thomas.<br>Marlo, what made you want to be an actress? |
| Black girl | | Cuz I like to entertain people.<br>You do..<br>...you make peoples laugh and that's...them. |
| Black girl talking | | And what is your name now?<br>My name is Paul Lawrence Dunbarr, and I am a poet.<br>What do you like to poetize? |

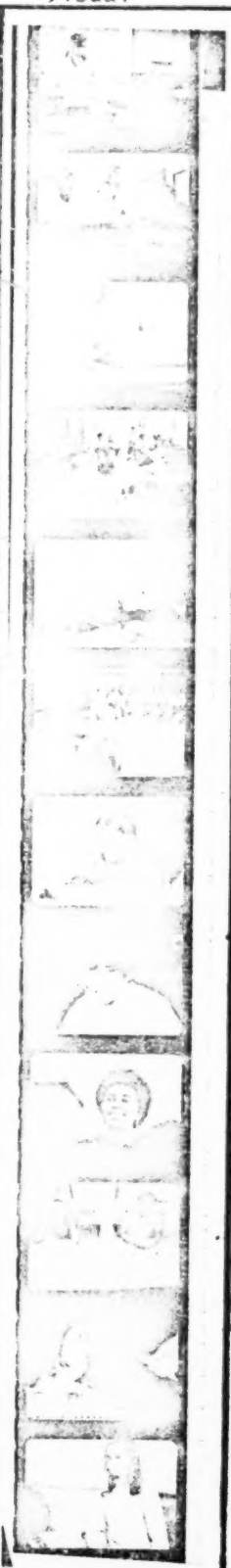
TITLE: Implementation in the Secondary Classroom
PAGE # 3

| Description | Visual | Audio |
|---|---|---|
| Black girl close up |  | Because when I poet, when I write poems, I give my feelings and my feelings towards the world. |
| Jigsaw puzzle | | One reason students enjoy activities of this type is that they seem like games to them...you will get more cooperation from the students. |
| Student holding flower in back of himself | | It's got some little sticky things,...got a little poke in the middle.. There's something on there that you didn't tell us about. |
| Student holding flower in front of himself | | A leaf. A leaf? I don't know. Just a minute, Naw, it's one, two, just a minute, three...can't find no more. |
| Students standing by desks | | The class was divided into two groups: one group of boys and on group of girls. |
| Students standing | | They were to make a statement about someone on the opposite team. The object of this being for someone on their own...or pick out... |
| Teacher at desk | | ..the examples of nonstandard usages and if they were able to do so then they gained a point for their team. |
| Boy at blackboard | | Marie doesn't have no..... Diane doesn't wear no braces. |
| Two students talking | | We mentioned earlier that activities which involve two students are good. |
| Boys along back wall | | As you've seen, this last game involved the whole class, and is only one of a number of excellent activities involving the whole class. |
| Black girl | | For instance, I asked the students if English was important and why. |
| White girl with pencil behind her ear | | Say you wanna write a book one day, you won't know how...you have to learn your pronouns... if you don't know, it's too bad. |

TITLE: Implementation in the Secondary Classroom
PAGE # 4

| Description | Visual | Audio |
|---|---|---|
| Black with hand over her face |  | Because like if somebody asks me what is a verb ....I'd be feelin' embarrassed if I don't know. |
| Black student | | Every time I be at home my brothers and my mom ...are always askin' me about nouns and all that stuff...so I think I like it now. |
| Teacher at blackboard | | Often times I will ask the class to read poetry or a poem together after one student has already gone through it for us. |
| Black girl looking at blackboard | | Soul, is filling depth and the ability to reach someone...it'w just cool to be alive and to be around.<br>Let's try it together, One, two, three... |
| Students sitting near blackboard | | Soul, is filling depth and the ability to reach someone, is being a part of what today is all about. |
| Two Black students sitting at desks | | It's not cool to be Negro or Jewish or Italian, or anything else, it's just cool to be alive and to be around. |
| Black girl reading at her desk | | In order to gain the full meaning of a play I often times will assign parts to students and have them read them aloud while... |
| Boy reading book | | ..other members read silently along with us. |
| Boy reading book close up | | When, that when I got to the station, train station, yesterday morning 8:00 like we planned...Man, Willy is gone. |
| Student in gray cape | | And sometimes we use costumes. |
| Two girls dancing | | Ding dong the witch is dead, the witch is dead, the witch is dead. Ding dong the wicked witch is dead. YEAH!!...Look at all this money! |
| Students standing | | In these plays, each student is assigned to a role, but role-playing can be employed in other ways too. |

TITLE: IMPLEMENTATION IN THE SECONDARY CLASSROOM
PAGE # 5

| Description | Visual | Audio |
|---|---|---|
| girl passes papers |  | Sometimes I like to switch roles and I will ask a certain student to be the teacher. |
| Girl looking over others shoulders | | Caddy? A caddy's the man who carries the clubs for golfers.<br>Caddy has two D's. |
| Hand with pen | | And it's important to remember that learning standard English involves more than just speaking standard English. |
| Class in circle | | The class is arranged in a circle. They're given a sheet of paper and they're asked to begin to write a story. |
| Black girl writes | | Then, as each person is told to stop, the next person will write on the story, picking up where the last person left off. And this happens until... |
| passing papers | | ...the papers go all the way around the room, until the person gets his paper back. Then we begin to read the stories. |
| Girl reads | | The boy ran after the ball and he almost got hit by a truck and a dog came running and took the ball in ...Read what you write....in his mouth....<br>Pass your papers. |
| Indian boy | | Your use of these methods will be of great benefit in teaching standard English to non-standard speakers. |
| Black teacher | | But your efforts will be even more successful if you make use of the materials your school may have available... |
| Audio study carrel | | ...such as language labs, |
| Indian girl w/ recorder | | and tape recorders.<br>OK. Who's going to hold the microphone? |
| Girl w/ microphone | | You hold it for me, OK?<br>OK. I'll hold it for you.<br>Now hold it right up here on the black part. |

TITLE: IMPLEMENTATION IN THE SECONDARY CLASSROOM
PAGE # 6

| Description | Visual | Audio |
|---|---|---|
| Girl reads into mic | | The big house down the road was haunted. Nobody could live in it. |
| TV camera | | And video tape recorders. |
| VTR recorder | | I think I'm gonna die. Better have an Alka-Seltzer. |
| TV screen | | Try it, you'll like it. |
| Book. | | As well as numerous printed materials. |
| Black boy | | In getting students to interact, getting students to communicate verbally, I think it's more than the methods and materials that one uses. One... |
| teacher and two boys | | ...as a teacher, has to be aware of this, that an attitude that she presentswill oftentimes determine how students will respond to the particular activit she's trying to get them to become involved in. |
| Black boy | | It'll probably help me, you know, 'cuz if I get an education (I know I'll probably go to college an' all this stuff). And the same...I might have to hel my kids out some day. |
| Indian girl | | My attitude is one that if you communicate with me and if you communicate with your peers so that we all understand you, then that's all I'm after. |
| Girl laughs | | music (5 seconds) |
| Acknowledgements | | Music |
| Government disclaimer | | Music ends |

TITLE: IMPLEMENTATION IN THE ELEMENTARY CLASSROOM
PAGE # 1

| Description | Visual | Audio |
|---|---|---|
| Title | | This time I gotta get all them right. That test is easy. I just got done lookin' at it. The review one. All ya gotta do is change all these here. First you just do these together... |
| Credits | | ...then you change this to that, change top to bottom. Jumble. I don't never remember doin' none of this stuff. |
| Elementary School | | That's a conversation you've all heard in your own classroom, regardless of whether you teach in the inner city, in the suburbs, or in a rural setting. |
| Black boy | | The students who speak a non-standard dialect communicate very well with people of their own kind, and when I say people of their own kind, I mean students. |
| Teacher | | They communicate, the students communicate very well with us, maybe because we understand the dialect to The problem, I think, will come in that our society is geared to a person who can speak the so-called norm. |
| Girl with mic | | If we are to have an effective language program, we must encourage all students to use their language in the classroom. |
| Teacher | | It would be defeating anyone's purpose in teaching to become a corrective one, a negative one, about the way a student speaks, just because a child speaks a dialect...or a non-standard dialect. |
| Circle of students | | I hope the trend is to get away from teacher-oriented classrooms and to student-oriented classrooms, |
| Students in middle of circle | | where students have the opportunity to speak and move freely, to express themselves freely, hoping that the outcome of this would be an augmentation |
| Girl reads into mic | | of their speech streams. I think students learn from each other. |
| Wide shot, classroom | | In order to accomplish this, a number of different methods for teaching standard English in the classroom have been developed. |
| Notebook in hand | | We spend approximately 6 weeks to a quarter on pattern practice. |

TITLE:
PAGE # Implementation in the Elementary Classroom
2

| Description | Visual | Audio |
|---|---|---|
| Teacher holding paper | | I might ask a student to change to a standard form the sentence "You was calling me.". |
| Black student | | You were calling me. |
| Two Mexican American boys | | A student may give orally a sentence...change the sentence to a standard form. It work O.K....They cough loud. |
| Girl reading | | This last example of pattern practice is also... namely the use of diads, in which two students verbally interact. |
| Teacher | | They will give a report together so that they can begin to interact and the other students learn more about whatever the topic is that they are reporting on. |
| Two students | | That's one thing Judy always wanted to do... "No Judy, you can't play the piano..." They didn't want to jurt her feelings... |
| Blonde boy | | The one student report is benefical. I think it gives ...self-confidence in being alone and having to report in front of his class. |
| Blonde boy with mic | | The Aztecs. The Aztecs existed from...The capitol of the Aztex empire was called Teno-tichatan. |
| Microphone | | Then another activity using diads is interview-ing. |
| Black child | | Have you heard about the Junior High pairing? Yeah. |
| Black student | | It's going to be Anthony and Ramsey and Bryant. How will the seventh, eighth and ninth graders be? |
| Side view of Black | | Bryant, the seventh grades at Bryant, and the eighth grades at Ramsey, and ninth grades at Anthony. |

TITLE: Implementation in the Elementary Classroom
PAGE # 3

| Description | Visual | Audio |
|---|---|---|
| Black girl being interviewed | | And what did you say your name was again?.... What made you choose comedy? Cuz on comedy you make peoples laugh and that's how you entertain them. |
| Children working on puzzles | | One reason students enjoy activities of this type is that...you will get more cooperation from the students. |
| 3 black students | | In one game we play, I give the students a statement and depending upon whether or not the statement is correct, |
| Students standing | | or incorrect,or they don't know,....For instance I would give them the statement "Reflection Lake is the lake on top of Mt. Renere." |
| Black student and teacher standing | | On top of Mt. Renere? Yes sir. It's dumb but I agree. |
| Two girls at desk | | Why do you want to disagree? Cuz I've never heard of a mountain and I've never seen a mountain. |
| Boy in gold shirt | | I've heard, I've seen a movie that said there might be a lake on top of it if the mountain is tall...it has a lake on top, some of them. |
| Boy raises hand | | Then if some of them have a lake on them why don't you move over to agree? Ya but, som e of them, but she asked us if one mountain... I don't know if that mountain had it. |
| Girl reads | | We mentioned earlier that activities that involve two students are good. |
| Blonde boy raises hand | | As you've seen, this last game involved the whole class, and is only one of a number of excellent activities involving the whole class. |
| Girl reads book | | We often read together orally in class. |
| Book on lap | | As I was crawling through a shoe store the other day I heard two pairs of shoes talking to each other. "Well," says the first pair, |

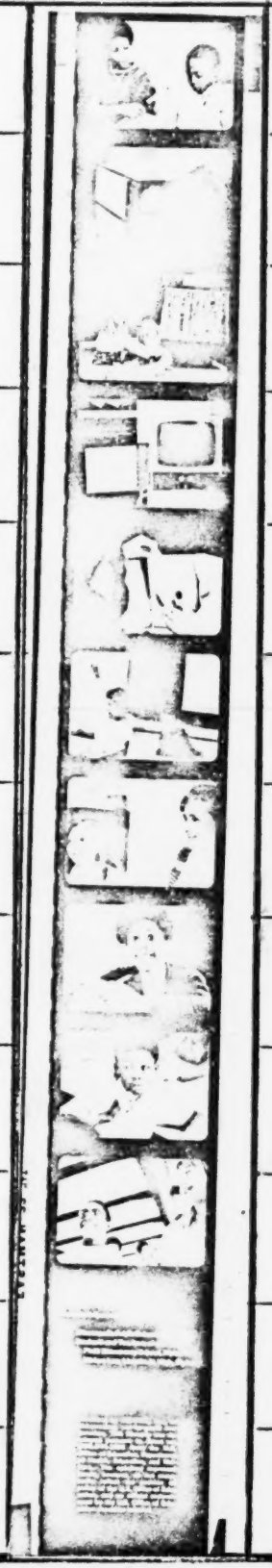
TITLE: IMPLEMENTATION IN THE SECONDARY CLASSROOM
PAGE # 4

| Description | Visual | Audio |
|---|---|---|
| CU book | | "You needn't feel so smart. You've been marked down from twenty dollars to sixteen, |
| Black girl reads | | while I have been marked down from twenty-one dollars to eighteen dollars." "Well," said the second pair,"I make no claims to superiority, |
| CU book | | but I will say we're both doing pretty well for five dollar shoes." |
| Husky boy | | He's talkin' about that you don't need to feel smart. And when you have an expression in people, and should tell what not to do, you try to, you push your |
| teacher listens | | voice higher or something. You express your expression even more. OK. |
| Class | | In order to gain the full meaning of a play, I oftentimes will assign parts to students and have them read aloud while |
| Girl reads | | other members read silently along with us. |
| Black boy reads | | When I got to the station, train station, yesterday morning, 8:00 like we planned, Man, Willy didn't eve never show up. |
| Another boy | | Why? Where was he? Where is he?<br>I'm trying to tell you. I don't know. I waited 6 hours. I called his house and I waited 6 hours. That was the only money I had. Man, Willy is gone. |
| Girl in cape | | And sometimes we use costumes. |
| Girls singing | | Ding, Dong, the witch is dead, the witch is dead, the witch is dead. Dong, Ding, the wicked witch is dead.<br>YEAH! Oh, wow, look at all this money. |
| Girls dance | | In these plays, each student is assigned to a role. But role-playing can be employed in other ways too. |

TITLE: IMPLEMENTATION IN THE ELEMENTARY CLASSROOM
PAGE # 5

| Description | Visual | Audio |
|---|---|---|
| Girl starting up | | Sometimes I like to switch roles and I will ask a certain student to be the teacher. |
| Lokking at papers | | Caddy? A caddy's the man who carries the clubs for golfers. Caddy has two D's. |
| Boy writing | | And it's very important to remember that learning standard English involves more than just speaking standard English. |
| Two white boys | | The class is arranged in a circle. They're given a sheet of paper and they're asked to begin to write a story. |
| Boy writes | | Then, as each person is told to stop, the next perso will write on the story, picking up where the last person left off. This happens until |
| paper | | the papers go all the way around the room, until the person gets his paper back. Then we begin to read the stories. |
| Girl puzzled | | The boy ran after his ball and he almost got hit by a truck and a dog came running and took the ball in.... Read what you write. ... in his mouth. Pass your papers. |
| CU Girl | | Your use of these methods will be of great benefit in teaching standard English to Non-standard speakers. |
| Man teacher | | But your efforts will be even more successful if you make use of some of the materials your school may have available... |
| Audio carrel | | such as language labs, |
| tape recorcer | | and tape recorders... |
| Girl with mic | | OK. Who's going to hold the microphone? You hold it for me. OK? OK. I'll hold it for you. Now I want you to hold it right up here on the black part. |

TITLE: IMPLEMENTATION IN THE ELEMENTARY CLASSROOM
PAGE # 6

| Description | Visual | Audio |
|---|---|---|
| Two students w/ mic |  | That big house down the road was haunted. Nobody could live in it. |
| TV camera | | And video tape recorders... |
| Pouring coffee | | I think I'm gonna die.<br>Better have an Alka-Seltzer. |
| TV screen | | Try it, you'll like it. |
| Indian girl reads | | As well as numerous printed materials. |
| Boys raise hands | | In getting students to interact, getting students to communicate verbally, I think it's more than the actual methods and materials one uses. |
| Student and teacher | | One, as a teacher, has to be aware of this...that an attitude that she presents will often decide how students will respond to the activity she's trying to get them to become involved in. |
| Boy smiling | | It'll probably help me, you know, 'cuz if I get an education (I know I'll probably go to college and all this stuff). And the same...I might have to help my kids out some day. |
| Boy watches | | My attitude is that, if you communicate with me and if you communicate with your peers so that we all understand you, then that's all I'm after. |
| Happy students | | Music (5 seconds) |
| Acknowledgements | | Music |
| Government disclaimer | | at end of music |

APPENDIX C

PLAN FOR A ONE-DAY WORKSHOP ON TEACHING A STANDARD ENGLISH TO SPEAKERS OF NONSTANDARD DIALECTS

| MINUTES | ACTIVITY | DESCRIPTION |
|---|---|---|
| 5 | Listen to | A brief introduction on the purpose of the workshop |
| 15 | Watch filmstrip | "You Can't Do the Polka to the Blue Danube Waltz" |
| 30 | Discuss | Attitudes towards dialects |
| 15 | Watch filmstrip | "Everyone Speaks a Dialect" |
| 15 | Read | pp. 1-6 in the monograph and think about structured questions on the nature of dialects |
| 10 | Break | (Will allow time for all to finish prior to discussion) |
| 55 | Discuss | Structured questions related to the nature of dialects |
| 15 | Watch filmstrip | "The Platitudes" |
| 70 | Lunch | |
| 15 | Read | pp. 7-10 in the monograph and think about structured questions related to the critical issues |
| 55 | Discuss | Structured questions related to the issues in dialect learning |
| 15 | Break | |
| 15 | Watch filmstrip | "Implementation in the Classroom" |
| 15 | Read | pp. 11-14 in the monograph and think about structured questions related to implementation |
| 60 | Discuss | Structured questions related to implementation in the classroom |
| 10 | Complete | Post survey, and evaluation of workshop |
| 10 | Listen to | Concluding statements about workshop--receive additional materials related to dialect |
| TOTAL TIME | 425 minutes (approx. 7 hours) | |

*See following pages for suggested study questions.

## DISCUSSION QUESTIONS -- ELEMENTARY LEVEL

The discussion questions for use in the workshop are only suggestions. There may be other questions which might be more relevant to your local situation. The discussion should be focused on three or four questions--15 minutes per question.

DISCUSSION QUESTIONS -- ATTITUDES TOWARD LANGUAGE
(Elementary Level)

(To follow the filmstrip: "You Can't Do the Polka to the Blue Danube Waltz."

1. What is the current attitude toward nonstandard dialects in your school and community?

2. What specific dialects in your area seem to evoke the most negative reaction from others?

DISCUSSION QUESTIONS -- ON BACKGROUND INFORMATION
(Elementary Level)

(To follow the filmstrip: "Everyone Speaks a Dialect.")

The following questions should be considered for the discussion of general information about dialects.

1. What is the difference between standard and nonstandard dialects?

2. What are three ways in which dialects may differ? What are the implications for the elementary classroom?

3. Why is the notion that nonstandard dialects are inferior or degenerate untenable?

4. Why is some knowledge of regional, cultural, and social dialects important to everyone, including teachers and students in predominantly White suburban schools?

5. Since children from nonstandard dialect areas are not "deprived," in what specific educationally significant ways are they "different" from children who are standard dialect speakers and what are the implications for education?

6. What can be done in elementary classrooms to enhance the understanding and acceptance of different dialects?

7. How can we gain acceptance of dialect differences in economic, academic, and social circles?

8. Other questions relevant to your local situation which might be discussed:

   a. _____

   b. _____

DISCUSSION QUESTIONS -- ISSUES IN TEACHING A STANDARD ENGLISH
(Elementary Level)

(To follow the filmstrip: "The Platitudes.")

The following questions should be considered for discussion on the issues involved in teaching a standard English.

1. What is the purpose of learning a standard English?
2. What are the educational consequences of not learning a standard English?
3. Why do some people oppose the teaching of a standard English?
4. Should students be taught a standard English?
5. How is the decision going to be made as to whether or not students should learn a standard English--who will make it?
6. If they should be taught, when should such teaching begin?
7. What are the dangers of the correction or remediation approach?
8. What are the advantages of the "additive" or "augmentation" approach?
9. Which approach (corrective or additive) seems most realistic? Most practical?
10. Other questions relevant to your local situation which might be discussed:

    a. _____

    b. _____

    c. _____

DISCUSSION QUESTIONS -- IMPLEMENTATION IN THE CLASSROOM
(Elementary Level)

(To follow the filmstrip: "Implementation in the Elementary Classroom.")

The following questions should be considered for the discussion on implementation in the classroom.

1. How might a teacher motivate an elementary student to master a standard dialect?

2. What features should effective materials for dialect and dialect learning contain?

3. How can textbooks be made linguistically responsible to students?

4. What are some of the techniques which have proved helpful in second dialect teaching?

5. Which of these techniques could be used in your classes?

6. Which of these techniques would you like to use, given the necessary equipment?

7. What provisions can be made for working with parents to gain acceptance and cooperation of a dialect program?

8. Other questions relevant to your local situation which might be discussed:

   a. _____

   b. _____

DISCUSSION QUESTIONS -- SECONDARY LEVEL

The discussion questions for use in the workshop are only suggestions. There may be other questions which might be more relevant to your local situation. The discussion should be focused on three or four questions--15 minutes per question.

DISCUSSION QUESTIONS -- ATTITUDES TOWARD LANGUAGE
(Secondary Level)

(To follow the filmstrip: "You Can't Do the Polka to the Blue Danube Waltz.")

1. What is the current attitude toward nonstandard dialects in your school and community?

2. What specific dialects in your area seem to evoke the most negative reaction from others?

DISCUSSION QUESTIONS -- ON BACKGROUND INFORMATION
(Secondary Level)

(To follow the filmstrip: "Everyone Speaks a Dialect.")

The following questions should be considered for the discussion of general information about dialects.

1. What is the difference between standard and nonstandard dialects?

2. What are three ways in which dialects may differ? What are the implications for the secondary classroom?

3. Why is the notion that nonstandard dialects are inferior or degenerate untenable?

4. Why is some knowledge of regional, cultural, and social dialects important to everyone, including teachers and students in predominantly White suburban schools?

5. Since children from nonstandard dialect areas are not "deprived," in what specific educationally significant ways are they "different" from children who are standard dialect speakers and what are the implications for education?

6. What can be done in secondary classrooms to enhance the understanding and acceptance of different dialects?

7. How can we gain acceptance of dialect differences in economic, academic, and social circles?

8. Other questions relevant to your local situation which might be discussed:

   a. _____

   b. _____

DISCUSSION QUESTIONS -- ISSUES IN TEACHING A STANDARD ENGLISH
(Secondary Level)

(To follow the filmstrip: "The Platitudes.")

The following questions should be considered for discussion on the issues involved in teaching a standard English.

1. What is the purpose of learning a standard English?
2. What are the educational consequences of not learning a standard English?
3. Why do some people oppose the teaching of a standard English?
4. Should students be taught a standard English?
5. How is the decision going to be made as to whether or not students should learn a standard English--who will make it?
6. If they should be taught, when should such teaching begin?
7. What are the dangers of the correction or remediation approach?
8. What are the advantages of the "additive" or "augmentation" approach?
9. Which approach (corrective or additive) seems most realistic? Most practical?
10. Other questions relevant to your local situation which might be discussed:
    a. _____
    b. _____
    c. _____

DISCUSSION QUESTIONS -- IMPLEMENTATION IN THE CLASSROOM
(Secondary Level)

(To follow the filmstrip: "Implementation in the Secondary Classroom.")

The following questions should be considered for the discussion on implementation in the classroom.

1. How might a teacher motivate an secondary student to master a standard dialect?

2. What features should effective materials for dialect and dialect learning contain?

3. How can textbooks be made linguistically responsible to students?

4. What are some of the techniques which have proved helpful in second dialect teaching?

5. Which of these techniques could be used in your classes?

6. Which of these techniques would you like to use,given the necessary equipment?

7. What provisions can be made for working with parents to gain acceptance and cooperation of a dialect program?

8. Other questions relevant to your local situation which might be discussed:

   a. _____

   b. _____

## QUESTIONS FOR ADMINISTRATORS

The following questions should be considered by administrators.

BACKGROUND INFORMATION:

1. What basic information do language arts teachers need to have about dialect and dialect learning?

2. Are the language tests currently used in our school linguistically valid?

3. What can be done in our school system to enhance the understanding and acceptance of dialect differences?

ISSUES:

1. Should our school teach students a standard English?

2. At what grade level should this instruction begin?

3. Which approach should be encouraged? (corrective or additive?)

4. Who should be involved in making the above decisions and how should the decisions be implemented?

IMPLEMENTATION:

1. What current methods offer promise for teaching students a standard English? Are they implementable in our school?

2. What current materials exist which offer promise for teaching students a standard English?

# APPENDIX D

# TREATMENT OF FEATURES OF NONSTANDARD USAGE IN LANGUAGE ARTS TEXTBOOKS

Charles A. Findley
CEMREL, Inc.
August 1971

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Charles Findley

## Treatment of Features of Nonstandard Usage in Language Arts Textbooks

### INTRODUCTION

To provide instruction in a regionally standard dialect to speakers of nonstandard dialects, suitable instructional materials for students are a necessity. As minimum requirements, the materials should be feature-specific and should be at a difficulty level appropriate to the students' educational backgrounds. To determine the availability of such material, ninety-seven commercially available textbooks were analyzed.

### METHODOLOGY

Members of the English Inservice Staff and one teacher each from an elementary, junior high, and senior high school in the Metropolitan Twin Cities area categorized exercise materials in textbooks according to (1) the type of exercise: blank-fill or multiple choice, pattern practice and substitution drill, rewriting sentences, creating sentences, games, literature study, and discrimination between standard and nonstandard forms; (2) the appropriate grade range; and (3) the particular type of nonstandard feature dealt with. This information was recorded in the following format on a 5 X 8 index card.

_____

(N. S. USAGE)

Material: _____

(Publisher) (Name, grade or other identifier)

Grade Range Appropriate: (circle) 1-3 4-6 7-9 10-12 Higher

Page(s): _____

Exercise No. _____

Number of Exercise Items: _____

Appropriate for:

_____ Individual or any size group

_____ only

Type:

____ Blank fill or multiple choice

____ Pattern Practice or Subs. Drill

____ Rewriting Sentences

____ Creating Sentences

____ Game

____ Literature Study

____ Form-Discrimination Exercise

____ Other: _____ (Specify)

Comment by Annotator: _____

_____

_____

Teacher Comment: _____

_____

On the top line of the card the specific nonstandard feature covered by the exercise was recorded. On the second line a brief description of the material or activity was recorded. If the material was an exercise in a book, the title, author and/or publisher was indicated. The appropriate grade level, page number, and whether it was for individual or group work was also indicated. The type of exercise was checked in the column on the right. The answers to any fill-in-the-blank or multiple choice items were written on the back of the card.

RESULTS

Table 1 presents the number of textbooks from the total that deal with the twenty-nine most critical features from the UMREL Usage Survey.* Category I in the table lists in rank order the fifteen nonstandard features that received the strongest negative reaction, Category II in the table lists in rank order the fourteen nonstandard features that received a mild negative reaction. It is important to note in Table 1 that a majority of the textbooks provided exercises dealing with only two of the features that received the strongest negative reaction: v ↚ v and Pn ↚ Pn.

* Rank ordering for the criticality of features is adapted from a survey of acceptability of features in five dialect regions. The combined ratings are presented in Barbara Long's UMREL Usage Survey, February, 1971: Upper Midwest Regional Educational Laboratory, Minneapolis, Minnesota.

Since it was impossible to analyze exercises with the exact precision employed in the Long study (1971), certain categories such as v ↚ v and aux ↚ aux represent a combined average of all features of this type employed in the Long study (1971).

TABLE 1

TEXTBOOK ANALYSIS
OF TYPES OF USAGE FEATURES

| Category I (Strongest negative reaction) | No. of Textbooks Covering Feature |
|---|---|
| 1. + aux<br>(She <u>been</u> hit the ball over the fence.) | 4 |
| 2. aux ↔ aux<br>(He <u>done</u> been in the hospital for two weeks.) | 21 |
| 3. + ed<br>(She <u>putted</u> the candle too close to the tree.) | 11 |
| 4. + gots<br>(He <u>gots</u> a '68 Charger.) | 0 |
| 5. Ø ing<br>(He was <u>try</u> to stop the fire.) | 6 |
| 6. v ↔ v<br>(I <u>seen</u> a good movie./Bill <u>come</u> down the hill.) | 80 |
| 7. + comp<br>(Jim is the <u>most smartest</u> boy.) | 41 |
| 8. be ↔ v<br>(He <u>be</u> hoping to get a scholarship to go to college.) | 0 |
| 9. Pn ↔ Pn<br>(<u>Him</u> and <u>her</u> went to the store.) | 68 |
| 10. + N<br>(I <u>don't</u> have <u>no</u> shoes.) | 35 |
| 11. + s pl<br>(There were ten <u>childrens</u> in our family.) | 8 |
| 12. t/θ<br>(I <u>tink</u> the voting age is eighteen.) | 2 |
| 13. + s verb<br>(They all <u>rides</u> to school on the bus.) | 7 |
| 14. it/there<br>(<u>It</u> wasn't anybody on the street last night.) | 5 |

Table 1 - continued

| Category II (Mildly negative reaction) | No. of Textbooks Covering Feature |
|---|---|
| 15. Ø s verb<br>(He ride to school with me every morning.) | 3 |
| 16. + here<br>(This here microphone seems to be stuck.) | 2 |
| 17. d/ð<br>(My parents are watching dis program.) | 3 |
| 18. irreg. verb: don't<br>(It don't matter what I do.) | 8 |
| 19. + Pn<br>(My brother he lets me use his car.) | 6 |
| 20. Ø be<br>(She _____ a good teacher.) | 1 |
| 21. Ø prep<br>(My mother flew _____ Washington to accept a medal.) | 2 |
| 22. ain't<br>(There ain't anything Jim doesn't know.) | 6 |
| 23. Ø final d (Ø final con.)<br>(We're getting new re' and blue jerseys.) | 2 |
| 24. Ø poss<br>(I went to a girl_ school before coming here.) | 36 |
| 25. Ø art<br>(We all go to ___ circus every year.) | 2 |
| 26. Ø -ed<br>(Last night I work__ four hours. | 7 |
| 27. a ⟷ an<br>(He brought a apple for the teacher.) | 13 |
| 28. Øs pl<br>(He made fifty cent_ an hour.) | 20 |
| 29. + prep (at)<br>(I asked the librarian where it was at.) | 1 |

Table 2 presents the types of exercises that were found in the textbooks. It is important to note that over two-thirds of the exercise materials were blank-fill exercises or blank-fill with a slight modification. It should also be noted that approximately three-fourths of the exercise material was classified as either blank-fill or pattern practice.

TABLE 2

Type of Exercise

| | N | % |
|---|---|---|
| Blank Fill | 16,506 | 68.25 |
| Pattern Practice | 3,790 + 33 exercises with adaptive patterns | 16.00 |
| Rewrite | 1,439 | 6.00 |
| Creating Sentences | 116 | .50 |
| Games | 65 | .25 |
| Literature Study Form Discriminatory | None | None |
| Other such as Role Playing, Dramatization, Interpretation, Puzzles, and Drawing | 2,060 | 9.00 |
| TOTAL | 24,342 | |

DISCUSSION

Accepting the position that for a majority of students, dialect differences are surface structure differences, the pedagogical approach would be to provide instruction dealing with particular nonstandard features. This approach necessitates exercise material for features that are socially and economically stigmatizing. Although standard textbook materials cover a few of the critical features, there are a large number of critical features that are not covered as was summarized in Table 1. If existing textbook series are to have greater utility for students with minor dialect differences, a greater number of critical features will need to be covered in the texts.

With adaptation and addition, current textbooks could be made more useful for the teacher who has students with numerous nonstandard dialect features. However, special programs with special texts will probably be required for this group. This special material would involve more than the adaption of existing texts and would have to be designed for the dialect involved.

Current textbook series concentrate on materials for teaching a written standard English, with only minor discussion of the spoken language and dialect differences. The written exercises found in textbooks as summarized in Table 2 may be workable for teaching a written standard English but are questionable in terms of their utility for teaching a spoken standard English.

Linguists such as Feigenbaum (1969), San-su C. Lin (1965), William Slager (1967), William Stewart (1964), and others suggest that use of an oral/aural approach is a worthy, if not a more effective, alternative for teaching a standard spoken dialect.

SUMMARY

Current textbooks can be adapted for nonstandard speakers with minor dialect differences by (1) employing exercises dealing with more of the critical nonstandard oral usage features and (2) employing a wider variety of exercise format which would be adapted specifically to oral usage. However, special programs with special texts need to be designed for students with wide dialect differences.

Irwin Feigenbaum. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, Spring/ Summer, 1969.

Lin San-su C. A developmental English program for the culturally disadvantaged, College Composition and Communication, December, 1965, 16 (5), p. 273-276.

William R. Slager. Effecting dialect change through oral drill. English Journal, November, 1967, 56(8).

William A. Stewart (Ed.). Non-standard speech and the teaching of English. Washington, D.C.: Center for Applied Linguistics, 1964.

Textbooks Analyzed

| | | |
|---|---|---|
| Addison-Wesley | English 7 | 1968 |
| | English 8 | 1968 |
| | English 9 | 1968 |
| American Book Co. | Our Language Today, 7 | 1966 |
| | Modern Grammar & Composition 9 | 1967 |
| | Modern Grammar & Composition, 10 | 1967 |
| | Modern Grammar & Composition, 11 | 1967 |
| | Resource for Modern Grammar & Composition, 12 | 1967 |
| Chicago Public Schools | Psycholinguistics Oral Language Program, 1-3, 4-6 | 1968 |
| Scott-Foresman & Co. | Language & How to Use It, 4-6 | 1969 |
| | Guide to Modern English, 7 | |
| | Guide to Modern English, 8 | |
| | Guide to Modern English, 9 | |
| | Guide to Modern English, 10 | 1965 |
| Ginn | Ginn Elementary English, I-2 | 1965 |
| | Ginn Elementary English, 3 | 1967 |
| | Ginn Elementary English, 4 | 1967 |
| | Spectrum: Literature, Language & Composition, 9 | 1969 |
| | Voices in Literature, Language & Composition, 10 | 1969 |

| | | |
|---|---|---|
| Harcourt, Brace & World | English: Target 1- The Space Visitors, 7 | |
| | English Grammar & Composition, 7 | 1969 |
| | English: Target 2- The time Capsule, 8 | |
| | English Grammar & Composition, 8 | 1969 |
| | Language for Daily Use, 8 | 1969 |
| | English Grammar & Composition, 9 | 1969 |
| | Language for Daily Use, 3 | 1968 |
| | Language for Daily Use, 4 | 1968 |
| | English 2600, 10 | 1960 |
| | English Grammar & Composition, 10 | 1968 |
| | The English Language, 10 | |
| | The English Language, 11 | |
| | English Grammar & Composition, 11 | 1965 |
| | Competence in English A Programmed Handbook, 10-12 | 1967 |
| Harper & Row | New Directions in English, 4 | 1969 |
| | New Directions in English, 5 | 1969 |
| Hayden Book Co. | Language in Society, 10-12 | 1969 |
| D.C. Heath | English Is Our Language, 6 | 1968 |
| | Modern English in Action | 1968 |

| | | |
|---|---|---|
| Holt, Rinehart & Winston | Language/Rhetoric, I,7 | 1968 |
| | Language?Rhetoric, II,8 | 1968 |
| | Good English Through Practice, 7-9 | 1956 |
| | Language/Rhetoric, III, 7-9 | 1969 |
| Houghton Mifflin Co. | English for Meaning 3 | 1968 |
| | English for Meaning, 3 (Workbook) | |
| | English for Meaning 4 | |
| | English for Meaning, 4 (Workbook) | 1968 |
| Laidlaw | English 3 | 1967 |
| | Practice for English, 3 | 1967 |
| | English 4 | 1967 |
| | Practice for English, 4 | 1967 |
| | English, 5 | 1967 |
| | New Approaches To Language & Composition, 7 | 1969 |
| | New Approaches To Language & Composition, 8 | 1969 |
| J. B. Lippincott Co. | The New American Speech, 10-12 | 1968 |
| Macmillan | Macmillan English Series, Workbook 3,2 | 1969 |
| | Macmillan English Series, 3 | 1967 |
| | Macmillan English Series, Workbook 3 | 1969 |
| | Macmillan English Series, 4 | 1967 |

| | | |
|---|---|---|
| Macmillan | Macmillan English Series, Workbook 4 | 1969 |
| | Macmillan English Series, 10 | |
| | Macmillan English Series, 11 | 1964 |
| | Macmillan English Series, 6 | 1963 |
| | Macmillan English Series, 7 | 1967 |
| | Macmillan English Series, 8 | 1967 |
| | Macmillan English Series, 9 | 1964 |
| | Macmillan English Series, 12 | 1964 |
| McCormick-Mathers | Building With Your Language, 1-3 | 1969 |
| | Communicating With Your Language | 1969 |
| | About Your Language, 1-3 | 1969 |
| | Exploring Language, 7-9 | 1969 |
| | Gaining Ideas in Language, 7-9 | 1969 |
| | New Dimensions in English, 10-12 | 1967 |
| | New Dimensions in English 1, 10-12 | 1968 |
| | Finding Out About Language, 10-12 | 1969 |
| McGraw-Hill | Mastering Spoken English, 7-9 | 1965 |
| | American English Today, 9 | 1970 |

| | | |
|---|---|---|
| McGraw-Hill | Advanced English Exercises, 10-12 | 1961 |
| | Modern English Workbook, 10-12 | 1961 |
| | English Conversation Practice, 10-12 | 1967 |
| Meredith | English Now, (not indicated but appropriate for grades 4-12) | 1970 |
| NCTE | Discovering American Dialects, 7-9, 10-12 | 1967 |
| Philadelphia Public Schools | Speech Improvement-Middle Schools, 7-9 | 1967 |
| | Speech Improvement-Upper Schools, 10-12 | 1968 |
| Prentice-Hall | New Ways In English, 7-9 | 1968 |
| Singer | Enjoying English, 7 | 1966 |
| | Enjoying English, 8 | 1966 |
| | Enjoying English, 9 | 1966 |
| | Enjoying English, 10 | 1966 |
| | Enjoying English, 11 | 1966 |
| | Enjoying English, 12 | 1966 |
| University of Georgia | Unit I: Teaching Standard English Features, 1-3 | 1969 |
| | Unit II: Teaching the Singular Copula/Plural Marker, 1-3 | 1969 |
| University of Wisconsin | Standard English Exercises for Urban Blacks | |
| Webster/McGraw Hill | American English Today, 8 | 1970 |
| | American English Today, 10 | 1970 |
| | American English Today, 11 | 1970 |

| | |
|---|---|
| Webster/McGraw Hill | American English Today, 12 1970 |

APPENDIX E

LIST OF PANEL MEMBERS AND THEIR EDUCATIONAL INSTITUTIONS

College Methods

| | |
|---|---|
| M. Imhoof | Indiana University |
| R. Jacobson | State University of New York |
| R. Kaplan | University of Southern California |
| N. Greis | Portland State College |
| R. Shafer | Arizona State University |
| V. F. Allen | Temple University |

Administrators

| | |
|---|---|
| T. Crosgrove | Principal, Apple Valley Schools, Minnesota |
| D. Holmgren | Director School District No. 196, Minnesota |
| A. Edstrom | Director Secondary Education, Hopkins, Minnesota |
| Sister M. Hawkins | Principal, St. Stephens Elementary, Minnesota |

Inner-city Secondary Teachers

| | |
|---|---|
| C. Taylor | Southwest High School |
| I. Winans | South High School |
| M. Lee | Lincoln Junior High School |
| B. McDonald | Phillips Junior High School |

Inner-city Elementary Teachers

| | |
|---|---|
| G. Randall | Minneapolis Schools |
| P. Nekola | Calhoun Elementary |
| B. Rieschl | Armatage Elementary |
| M. Hume | Lowell Elementary |
| B. Brown | Fulton Elementary |
| D. Kandler | Minnehaha Elementary |
| E. Rogers | Mann Elementary |
| V. Anderson | Mann Elementary |

Suburban Secondary Teachers

| | |
|---|---|
| J. Lowery | Minnetonka East Junior High |
| L. Duggan | Richfield High School |
| L. Ford | Richfield High School |
| A. Aanden | Hopkins High School |
| E. Mako | Lakeville High School |

Suburban Elementary Teachers

| | |
|---|---|
| E. Day | Portland Elementary |
| J. Wall | West View Elementary |
| V. Froysland | West View Elementary |

APPENDIX F

DATA SUMMARY

Evaluation of "You Can't Do the Polka to the Blue Danube Waltz"

The participants rated the entire story board for this filmstrip--commenting on each frame. They also completed an overall evaluation of the filmstrip using a rating scale of (1) excellent, very informative to (5) poor, very confusing. The results of this rating are given below.

| | | Average |
|---|---|---|
| A. | Your emotional reaction | 2.5 |
| B. | Change in your skill knowledge | 3.0 |
| C. | Relevance to your interests | 2.0 |
| D. | Content potential for communication | 2.0 |
| E. | Originality | 1.8 |
| F. | Effectiveness | 1.9 |

DATA SUMMARY

Evaluation of "Everyone Speaks A Dialect"

Introduction to Participants

The third filmstrip for the Targeted Communications Project will focus on four basic concepts about dialect and language which have been found to be linguistically sound and educationally relevant. The filmstrip will be five to eight minutes in length, will be in color, will have accompanying music, and will consist of short dialogues and visuals to illustrate the following basic concepts:

1. Everyone speaks a dialect--focus on several regional and social language varieties through realistic dialogue.

2. All dialects are acceptable and worthy of respect--focus on functionality of several dialects, again through dialogue.

3. There is no "right" or "wrong" way of speaking; CONTEXT is the determining factor as to which language is appropriate--focus on different situations in which language is used and which dialects would be most appropriate in which situations.

4. It is a social reality that a standard dialect of English aids in academic progress and may be an important contributor to economic and social progress as well--focus on dialogues of students discussing the importance and value of English as well as examples of the functionality of a standard English.

Rating Scale: 1 strongly agree to 5 strongly disagree

N = 35

| | Concept 1 | Concept 2 | Concept 3 | Concept 4 |
|---|---|---|---|---|
| 1. The concept is true. | 1.2 | 1.3 | 1.3 | 1.3 |
| 2. The concept is important. | 1.4 | 1.1 | 1.2 | 1.3 |
| 3. The concept is relevant. | 1.5 | 1.2 | 1.1 | 1.3 |
| 4. The way the concept is to be presented is clear. | 1.5 | 1.7 | 1.7 | 1.8 |
| 5. The way the concept is to be presented is effective. | 1.6 | 1.7 | 1.7 | 1.9 |

(Evaluation of "Everyone Speaks a Dialect" -- con't)

The participants also rated the overall effectiveness of the filmstrip on a rating scale of (1) excellent to (5) poor:

Overall rating of filmstrips

| | |
|---|---|
| 1. Content | 1.3 |
| 2. Relevance | 1.2 |
| 3. Method of presentation | 1.3 |
| 4. Length | 1.4 |

DATA SUMMARY

Evaluation of "The Platitudes" (Issues in Teaching a Standard English)

The participants rated each frame of this filmstrip -

\+ like very much
✔ like - is fine
\- dislike

N = 30

| Frame | + | ✔ | Recheck if 6 or over |
|---|---|---|---|
| 6 | 13 | 14 | 3 |
| 7 | 17 | 9 | 4 |
| 8 | 16 | 13 | 1 |
| 9 | 15 | 10 | 5 |
| 10 | 13 | 13 | 4 |
| 11 | 11 | 12 | 7 |
| 12 | 17 | 12 | 1 |
| 13 | 21 | 6 | 3 |
| 14 | 17 | 11 | 2 |
| 15 | 13 | 12 | 5 |
| 16 | 17 | 9 | 4 |
| 17 | 21 | 7 | 2 |
| 18 | 18 | 12 | 0 |
| 19 | 15 | 9 | 6 |
| 20 | 10 | 16 | 4 |

| Frame | + | ✔ | Recheck if 6 or over |
|---|---|---|---|
| 21 | 19 | 9 | 2 |
| 22 | 15 | 7 | 8 |
| 23 | 13 | 10 | 7 |
| 24 | 20 | 10 | 0 |
| 25 | 18 | 8 | 4 |
| 26 | 15 | 7 | 8 |
| 27 | 16 | 9 | 5 |
| 28 | 17 | 8 | 5 |
| 29 | 22 | 7 | 1 |
| 30 | 17 | 12 | 1 |
| 31 | 16 | 7 | 7 |
| 32 | 19 | 8 | 3 |
| 33 | 17 | 9 | 4 |
| 34 | 17 | 8 | 5 |
| 35 | 15 | 8 | 7 |

| Frame | + | ✔ | Recheck if 6 or over |
|---|---|---|---|
| 36 | 13 | 13 | 4 |
| 37 | 13 | 12 | 5 |
| 38 | 20 | 8 | 2 |
| 39 | 17 | 9 | 4 |
| 40 | 20 | 9 | 1 |
| 41 | 19 | 9 | 2 |
| 42 | 19 | 9 | 2 |
| 43 | 15 | 9 | 6 |
| 44 | 16 | 12 | 2 |
| 45 | 18 | 11 | 1 |
| 46 | 20 | 9 | 1 |
| 47 | 20 | 7 | 3 |
| 48 | 20 | 9 | 1 |
| 49 | 21 | 7 | 2 |
| 50 | 15 | 9 | 6 |
| 51 | 15 | 7 | 8 |

DATA SUMMARY

Evaluation of "Implementation in the Classroom" Filmstrips

Introduction to participants

The last filmstrips to be produced for the Targeted Communication Project will focus on methods and materials which have been found to be effective in the teaching of a standard English to speakers of nonstandard dialects. Two versions of this filmstrip will be produced--one will use elementary students and teachers; one secondary students and teachers. The methods suggested will be very similar in both filmstrips, but naturally some of the materials suggested will differ between the elementary and the secondary filmstrips.

The plan is to produce a seven to ten minute, color filmstrip with sound. Three basic themes will be presented:

1. Minority group children are extremely verbal--they can and do use language. (Dispell the notion that children from the minority groups are "nonverbal.")

2. The first step in a language program is to encourage the student to use his language in school, to accept and respect that language, and to build from there. (Less teacher talk--more student talk.)

3. A non-corrective approach should be used--the goal is linguistic versatility--not replacement or correction.

These three themes will be demonstrated by pictures and tapes of students and teachers interacting. The interaction will also demonstrate the various methods and materials which have been proven effective in language programs. These methods will include: Role playing, interviewing, dramatization, choral reading, pattern practice, dyads, language games, speech activities, and writing. Suggested materials will include tape recorders, record players, language laboratories, as well as numerous printed materials. There will be

no narration in the filmstrip. Instead, a teacher will be used on the soundtrack to moderate the various methods being used and to comment on their effectiveness.

The participants completed the following evaluation using a five point rating scale of 1 (excellent) to 5 (poor).

| | Average Rating |
|---|---|
| 1. Importance of theme 1 | 1.2 |
| 2. Relevance of theme 1 | 1.0 |
| 3. Truth of the theme 1 | 1.4 |
| 4. Importance of theme 2 | 1.2 |
| 5. Relevance of theme 2 | 1.1 |
| 6. Truth of the theme 2 | 1.2 |
| 7. Importance of theme 3 | 1.3 |
| 8. Relevance of them 3 | 1.5 |
| 9. Truth of the theme 3 | 1.4 |
| 10. Completeness of the methods suggested | 1.5 |
| 11. Clarity of the approach taken in the filmstrip | 1.6 |
| 12. Effectiveness of the approach taken in the filmstrip | 1.6 |

APPENDIX G

ABSTRACT

Title of Project: "Teaching a Standard English to Speakers of Other Dialects" (Targeted Communications)--Phase II--Dissemination

Principal Investigator: Karen M. Hess, Ph.D.

Contracting Agency: CEMREL, Inc., St. Ann, Missouri

Federal Funds Requested: $67,298.00

Proposed Beginning and Ending Dates: 6/1/72 to 7/1/73

PURPOSE

This project is intended to disseminate up-to-date educationally and linguistically sound information for seven specified audiences involved in the task of teaching a standard English to speakers of other dialects.

EXPECTED OUTCOMES

Phase I of this project involved the development of materials to provide interpretation and synthesis of the existing research and related information about dialects and dialect learning which should help to overcome the questionable and often damaging attitudes and practices which characterize current approaches to English usage. Dissemination could be handled most effectively by the producer of the materials. Also, the value of the targeted communications project and its impact on the specified audiences could be evaluated by the CEMREL staff. Other potential disseminators would probably not have the time, staff, or funds to undertake such evaluation. Therefore, a Phase II would have two important outcomes (1) effective dissemination and (2) evaluation of the project.

PROCEDURES

Two basic procedures would be followed in Phase II of the Targeted Communications project. First, the products developed during Phase I would be disseminated. Second, the value of the products and their impact on the specified audiences would be evaluated.